







EDUCATIONAL SUPPLEMENT  
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## Beyond the steady state

This week has seen the publication of two extremely interesting statistical papers from the DES which attempt to forecast the future by extrapolating past trends, which have built into them implicit assumptions about Government policy, both for schools and for higher education (page 14).

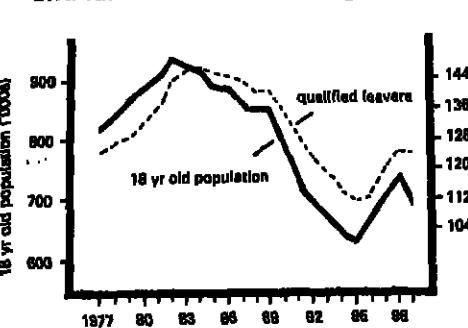
Or rather – and this is rather comforting – they show how strong are the underlying forces within the education system which not even restrictive Government policies can altogether control.

Take, for example, what has been happening to higher education. The money was cut off at the source to stop university numbers from growing. Overseas student numbers have been cut. The rise in the number of home university students has been checked, having remained almost static since 1980. On the face of it, something like the oft-mooted "steady-state" has been achieved. But not so. The universities have toed the line because the UGC has them in a vice. But what happened at the polys and in the rest of advanced further education? While the universities were being squeezed, advanced FE expanded: between 1980-81 and 1982-83, home student numbers have risen by about 9 per cent because the number of well-qualified students emerging from this much-maligned education system, claiming for entry to higher education, has continued to rise, and the public sector colleges have remained more responsive to demand than to the Government's attempt to control supply.

Everybody knows that the National Advisory Board is now meant to be whipping the public sector into line, but the chances of making cuts big enough to bring the age participation rate (APR) – the proportion of the age group going on to higher education – down to the level projected in the Government's earlier plans look pretty remote. Indeed, the chairman of the NAB Mr Christopher Ball, has made it clear that he will struggle hard to keep the numbers up.

What emerges from these two DES papers is a new set of projections for staying on, and a new set of projections for higher education demand. These only take in a fairly limited range of variables. For example, they make no allowance for any change in Government policy. They don't even make allowance for the impact of some existing policies – such as, for example, the setting up of the YTS. They do not take account

Projection of 18-year-old population and of qualified leavers from schools and further education colleges (GB)



of any possible changes in unemployment or economic activity generally. The main considerations are demographic – namely, the reduction in the size of the age group, and changes in its social composition. In particular, the projection picks up the fact that middle class births did not fall between 1964 and 1977, when the birth rate generally dropped by 30 per cent, partly because the middle class itself expanded during the same period.

If you assume that past associations between social class and educational attainment will hold – and it all seems a bit mechanistic – then because the proportion of the age-group from middle class families rose (from 17 per cent of births in 1964 to 28 per cent in 1977) there must be a related (though not necessarily identical) increase in the proportion who will emerge with A levels and O levels. The latest assumptions about the Qualified Participation Rate (QPR) – that is, the proportion of those with 2 A-levels or their equivalent, entering higher education – take the number of students in higher education up to 574-586,000 for 1985-86 – which compares with a present figure of about 554,000. They come down (on the same assumptions) to 449-478,000 by 2000.

This, then, is very close to the revised forecast for 1990 by the outgoing Labour Government in 1979. Mr Mark Carlisle's confident assertions about a fall in demand from qualified young people have not been borne out. Both the APR

and the QPR have edged upwards over the past 3 years, ministerial efforts notwithstanding. The APR, which dropped below 12% at the end of the 1970s, is now up to 13.5% with 15-16% forecast for the end of the century.

The heavy dependence of these projections on schools' statistics which assume so many unchanged variables limits the confidence anyone can place in them. Had these same assumptions been built into a set of forecasts in the late 1960s, could they have predicted the faltering of the rising trend? Almost certainly not. Who can doubt that unemployment at the present level – for school leavers and even for graduates – must begin to affect people's attitudes, not necessarily in one way only, but in such ways as could make it unwise to rely on the future repeating the past. Given the change in the economic environment, can the social class differences in attainment be forecast with the same certainty as in the past?

As for the intervention of the MSC and the creation of the Youth Training Scheme – this is another huge uncertain factor. It could well be that the financial incentive to leave at 16 will wreck the latest projections of staying on. Or the YTS could make the divide between the academic sixth and the rest all the sharper without necessarily preventing the resumption of an upward trend in the percentage getting A levels. The projections assume more staying on for A levels in school sixth forms, but that FE college A level groups will decline with the birthrate. They do this on the basis of a fairly brief and tenuous trend. Are they right? Or is there an underlying trend towards tertiary solutions which will be reflected in more FE A levels or A level equivalents later on? The projections assume that the recent downturn in the hitherto rising trend for mature students will continue. But will it?

It now seems that there is a greater recognition that some of the costs of an expansion of student numbers ought to be set against alternative costs of unemployment. This could be highly important in discussions now going on inside the Government on the level of higher education to write into public expenditure plans beyond 1985-86.

The projections are part of the planning exercise. Of course, they are bound to be wrong. Or if they are right, it will be by a lucky fluke. But it is important not to make rigid assumptions and try to force student numbers to fit them.

Indicate that more parents of such pupils are becoming aware of advantages which he sought to deny existed.

A glaring omission from last week's article was the failure to consider the "lower" grades (D, E and U). When these are compared an interesting fact becomes apparent that, on Mr Naylor's criterion, students in the comprehensive system fall fewer subjects by a factor of 2.4 to 1. To quote Mr Naylor, "the

Table 1  
(Grammar school results are divided by 260, secondary modern by 397, the comprehensive by 36 for its pupils of equivalent grammar school ability and by 275 for its remaining pupils. All are then expressed as a figure per 100 pupils.)

	Grammar (260)	Comp (397)	Sec mod (397)	Comp (275)
Mathematics	70	47	10	7
Physics	52	42	4	2
Chemistry	55	59	1	3
Biology	52	71	9	3
English	58	86	17	28
English Lit	67	74	17	8
French	40	40	2	3
Other Mod Lang	23	37	0	2
History	38	88	2	9
Geography	40	84	5	8
Religious Ed	7	2	2	3
Practical and Others	82	48	42	24

Table 2  
(All Subjects D, E and U)

	Grammar (260)	Sec mod (397)	Comp (310)	Comp Superfiority
	483	319	166	2.4 to 1

One school's U not recorded.

## COMMENT

### Summer rituals

There are few rituals in British life more immutable than the academic year; Cambridgeshire local education authority and the National Hellen and Hay Fever Bureau are both up against the same deeply-rooted tradition.

Cambridgeshire is not the first authority to try to work out a sensible and balanced pattern of terms and holidays by fitting in the first ones to pull it. A Trail-blazing Buckinghamshire has a four-year term, along with two-year degree course, but it was achieved by go-it-alone privatizing.

Cambridgeshire is not an island even before consultations and parents have their say. The difficulties have been made teachers transferring to and jobs around the country; do with other i.e.s as in-house dates; O-level results not out after autumn term has started.

Maybe they ought to get together with the hay-fever sufferers, are forcibly reminding the boards yet again – and rightly so – that to hold public exams at height of the pollen period is a handicap them.

The answer to that one has already been to point to the rigorous "flu period if you switch to winter and, of course, the argument of full circle and the year has observed the over-riding necessity of fit in with the beginning of a academic year.

Could it be that the only way of this circular debate is for the DES to flex its centralizing muscle and impose a new academic calendar on i.e.s and institutions alike. An unlikely union...

### NO COMMENT

"IS THIS THE JUST SCHOOL? No, you will have your attention and work at your speed in an informal and the atmosphere."

From Stevenage Information Technology Centre leaflet for trainees.

difference is massive". This shows the figure for all subjects. Can anyone really accept this? Naylor's analysis of a one-year sample of a restricted area of the country, an analysis which has several vital facts, can be a system is superior to the one in a week which Mr Naylor, Joseph approve plans for a cathedral city, York, and those for Salisbury, if only the best education for all children, and provision for all children, for local circumstances. It will not be facilitated by precipitate local will remain a city with a coherent three-tier pattern, the original county council sought to establish.

In a court of law, evidence of both sides must be considered before a verdict is reached. At the very least, to use an opinion from another legal system, the case is "not proven". We need further and vigorously argued the case is proved wrong. The verdict on such an issue is an opinion. The union is concerned that the necessary resources are made available. It adds:

In a letter to Mr David Jarvis, NUT general secretary, STOPP argues that the union should carry out its conference commitment to campaigning for the abolition of the same within two years.

The union should also instruct its members to "cease beating children" and campaign "vigorously and unambiguously" for abolition – rather than create the impression that the union is only opposed to corporal punishment. It is enough resources have already been earmarked for alternative sanctions.

## Costing of scheme spelled out

# Taxes will cut Labour's staying on allowance to £9 a week

by Biddy Passmore

Labour's trainee allowance for 16 and 17-year-olds who stay on in full-time education will be worth a maximum of only £9 a week to families paying tax, although the trainees themselves will get £25.

This is because the costing of the plans, set out for the first time last weekend by Mr Neil Kinnock, Labour's chief education spokesman, assumes that the allowance will be taxed (at 30 per cent) and that the family will lose child benefit (estimated to be worth £8.50 in the second year of a Labour Government).

Thus families not paying any tax would be better off by £16.50 and those paying tax at the standard rate by £9. Such thinking means that the cost of the scheme is now put at only £320m.

But Mr Kinnock argued in his speech at Pontypridd Technical College that help would be channelled to those whose need was greatest. He admitted that the total cost of

the scheme would probably be higher than £320m as the allowances would attract more young people to stay on. But this would not necessarily mean higher public spending, because there would be corresponding savings on benefits on the Youth Training Scheme, on which trainees would get an untaxed weekly allowance of £30.

Meanwhile, a document coordinating Labour's policy on 16 to 19 year olds, which was due to go to the party's home policy committee next Monday, has been put on ice while the party prepares for a possible election. If an election is called, its contents will probably find their way into an information pack for candidates.

The document does not contain radical new policy proposals. It takes a detailed look at the Youth Training Scheme and discusses the steps by which a Labour Government would move from the present position towards a student trainees scheme for all young people.

## NUT decides on curriculum body

The executive of the National Union of Teachers is to consider tonight whether to take part in the Government's School Curriculum Development Body after all, Biddy Passmore writes.

Sir Keith Joseph, the Education Secretary, wrote to Mr Fred Jarvis, NUT general secretary, on Tuesday, urging the union to change its decision to boycott the new body before he finalizes its composition and membership.

"It would seem to me regrettable", he said, "and I believe this view would be widely shared – if the talents and experience of your membership were not to be available to the new body, and equally regrettable for your membership to be excluded from its deliberations."

The Education Secretary's letter makes it clear that this is the last time of asking. "I would not envisage appointing further teacher members at a later stage", he says. But the union is not expected to change its mind.

Mr Neil Macfarlane, Sports Minister, announced on Wednesday the Government's support for a new agency being formed by the voluntary sector to help develop facilities and leaders for organized children's play, as predicted in *The TES* (22 April).

Over the next few weeks, voluntary agencies would be establishing the body and its board and selecting a chairman, he told the Commons.

## Views are sought on four-term year plan

Cambridgeshire education authority could become the first in the country to re-organize the traditional three-term school year into four more evenly balanced terms.

This radical proposal has emerged from a working party of politicians and teachers and is about to go out for consultation among parents, governors, teaching staff and industry.

Other authorities are believed to have toyed with the idea of shortening the long autumn term and getting rid of some unproductive weeks in the summer following the public examinations, but none has ever got as far as county-wide consultation. A report from the working party which was warmly received by the county's education general purposes sub-committee last week, suggests that four terms of roughly equal length, eight to ten weeks, would give better balance and structure to the school year.

Instead of a long summer holiday, followed by shorter breaks at Christmas and Easter interspersed with short mid-term breaks, there would be four main holiday periods: five weeks through July and the first week in August, two full weeks in October, three weeks from late De-

cember to mid-January and three weeks from late March to mid-April. There would still be some long weekends associated with Bank Holidays.

The advantages, says the working party, would include less fragmentation of teaching time by mid-term breaks, better educational use of total school time with no post-exam "slack", greater flexibility for family holidays and four useful periods for maintenance to be done in school buildings.

Practical difficulties would include clashes with school holidays in neighbouring counties, the fact that O level results might not be issued until after the beginning of the autumn term, and complications arising for teachers transferring to and from jobs in other counties.

Mr Chris Walford, local association secretary of the National of Teachers and member of the working party, said this week that if the scheme got general approval over the next year it could be implemented by September 1986. "I like the new structure a lot and I'm hopeful that once teachers have seen how it would work they will be keen to make the change."

## Privatization condemned

The National Union of Teachers is to launch its own education manifesto next week.

The NUT document will be highly critical of the effect of the present Government's cuts in education spending and condemn attempts to "privatize" sections of the education

service by hiring out school meals and cleaning services to private contractors, and subsidizing pupils going to independent schools through the Assisted Places Scheme. The NUT manifesto is expected to herald the start of a campaign against the cuts.

## Caning: union warns on hasty moves

Moves to abolish corporal punishment in schools will not be helped by "precipitate" local authority decisions or an early government directive, a report published by the National Union of Teachers says this week.

Corporal Punishment – the case for the alternatives, stems from the union's annual conference decision last year to campaign for abolition within a two-year period.

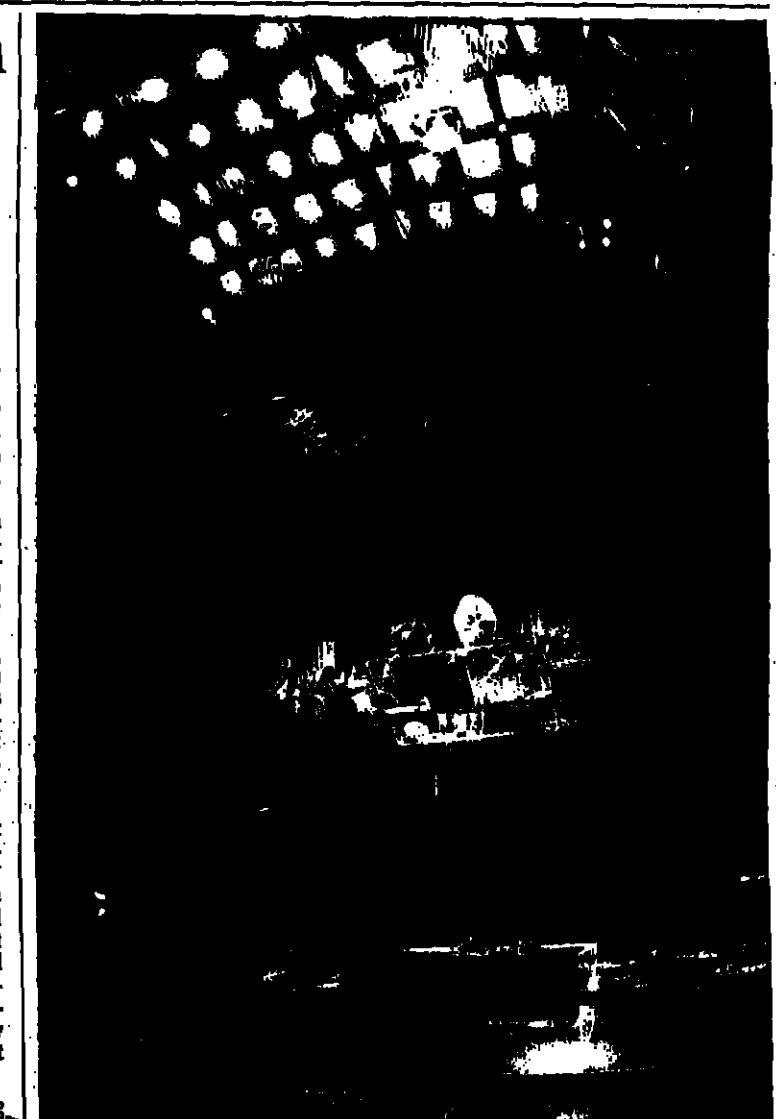
However, it has attracted criticism from STOPP, the anti-caning pressure group, which claims support for a ban is lukewarm and amounts to an "inexcusable" attempt to undermine official union policy.

Schools will need time "to learn, to adapt and to adjust" to a ban on corporal punishment. "The union is seeking positively to hasten the demise of corporal punishment, but this needs wise judgment in particular local circumstances. It will not be facilitated by precipitate local political decisions made without consultation, nor by early government dictat," the report says.

"Our intention is to demonstrate first that alternatives to corporal punishment exist and second, that both sides must be carefully considered before a verdict is reached. At the very least, to use an opinion from another legal system, the case is 'not proven'. We need further and vigorously argued the case is proved wrong. The verdict on such an issue is an opinion. The union is concerned that the necessary resources are made available. It adds:

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Schools brought science to the West End stage this week as parties of youngsters flocked to see a new show that mixes the rigour of the lecture hall with the razzamattaz of the disco.

The *Photon Connection*, the annual lecture in commemoration of Michael Faraday, the discoverer of electromagnetism, is given on behalf of the Institute of Electrical Engineers.

The 50-minute show, an extravaganza of light and sound extolling the brave new world of instant communication opened up by optical fibres, was held at London's Dominion Theatre, with rock concerts. The show, produced at a cost of £250,000 by Standard Telephone and Cables, the telecommunications company, was staged four times daily this week. It finishes tomorrow. Only six-month tour of 14 provincial centres; it was seen by about 35,000 people.

## Second opinion

### Proven worth or proven wrong?

Fred Naylor, the author of last week's "Platform" article, sent me the details of the "findings" from which he argued that examination results justified Sir Keith Joseph's rejection of the Salisbury reorganization plan. An invitation, twice repeated, to discuss the document was declined and he has, therefore, no personal knowledge of the school which he claims is "inferior" in examination achievement to the selective system.

Not only is the school not inferior in its service of the community, its sporting achievements, its musical talent, its facilities, its professional teaching and other staff and its open and friendly atmosphere but, using the author's own limited criterion of achievement – the examination results – it is at least equal in achievement to the selective system. This is true, though the very early stage of the reorganization, and the fact that the school is still in the process of being reorganized, are factors which Mr Naylor does not take into account.

schools in catchment areas such as Salisbury which have impressive success records.

Before demonstrating from the same results quoted last week the assertion that the two systems are at least equal, it is necessary to show that Mr Naylor was somewhat selective in the way he chose to present the data. Having urged caution because of possible differences of intake to the two systems, he then casts such caution to the winds by failing to consider the evidence available about very significant differences in intake. Had he paused to consider the numbers of pupils involved, which apparently show a 39.5 per cent entry to the grammar schools, he might have asked the obvious question about catchment areas.

Figures available for the particular year show that a minimum of 50 came from outside the normal catchment area for whom no corresponding secondary modern pupils are included in the tables. If one omits them, the figure of 3.1 "higher" passes falls immediately to 2.8 and would obviously fall further if all results were included.

The catchment area of the town's comprehensive school produced on average 14.5 per cent of the grammar schools' intake over the last five years before reorganization. This would give, assuming no "creaming off" of a top ability group of 45 from the year group of 310 pupils in the comprehensive, Mr Naylor's assertion in his article that the statistics would show a 30% "loss" of grammar

cords of students whom we teach which show that 35 were in this category. These students' results reveal an average of 6.7 "higher" grades each, superior by 0.5 per cent to their grammar school counterparts. Mr Naylor referred somewhat disparagingly to the "lucky ones" in the Western sector. He might like to consider that, already in two year groups the proportion of "top ability" pupils has risen to 20 per cent, which may

indicate that more parents of such pupils are becoming aware of advantages which he sought to deny existed.

A glaring omission from last week's article was the failure to consider the "lower" grades (D, E and U). When these are compared an interesting fact becomes apparent that, on Mr Naylor's criterion, students in the comprehensive system fall fewer subjects by a factor of 2.4 to 1. To quote Mr Naylor, "the

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## PLATFORM

# The threshold of a great advance

The Youth Training Scheme is now on the way. It is clear that it will be in place and serving hundreds of thousands of young people by the end of the year. The transition from school to work will be transformed and will never be the same again. The recruiting pattern of employers and the induction into work of the young will be radically affected as will the contribution of schools and further education colleges to this process.

The effective age of employment will soon be seen to be 17 and in due course is likely to become 18. How quickly this happens will depend upon the availability of public funds, the provision of adequate facilities and the credibility of the YTS when it is fully launched; it may also depend upon the level of unemployment among the 17-year-olds who have come out of YTS.

We now need to move the argument forward and ask ourselves the key question: how is YTS to be defined in terms of quality and relevance? There has been a good deal of writing and rhetoric - some I fear from myself - which circles round this question. It is now perhaps time to begin to discuss the YTS less in terms of general objectives and needs and more in regard to hard facts and particular details.

YTS is about preparation for work - the matching of the potential of the individual against the potential offerings in the job market. This is the definition of relevance. Some would disagree and claim that YTS is about preparation for paid and unpaid work, for employment and also unemployment. I disagree. I wish to preserve the link with paid work, though I accept the value and importance of unpaid activities. It is essential to keep matching - and, of course, mismatching - in mind because it is and should be the anchor of the whole scheme. It means that relevance is related to labour market needs now and as they are likely to develop in the future; and it implies that those should be assessed both nationally as MSC level and also at the level of the local labour market.

At national level the MSC should ensure that YTS includes a proper proportion of places in the various sectors of industry and commerce, as divided between manufacturing and services. The engineering industry, for example, employs 10 per cent of the nation's workforce; its overall contribution to YTS should be some-where around this figure. If it is, there will be some 150m (most of it 'new money') available from MSC. I am not sure that engineering employers have yet fully grasped this fact; and perhaps a similar point can be made for other sectors. Naturally the 10 per cent calculation implies wide differences in the local labour markets served by the Area Manpower Boards, both be-

Sir Richard O'Brien (right), former MSC chairman, says that sharp questions about quality and relevance must be asked if the YTS is to meet the training needs of all young workers.

between manufacturing and services and following the recent decisions of the board which have the approval of the MSC. It would be disastrous if we allowed YTS to erode standards of training for skill where these are already accepted and in operation. Within engineering it will now be possible for employers to put the YTS label on apprentices and thus qualify for the funds which are available.

Second, there are those at operator level who will be offered under YTS a structured programme of a kind they have not experienced before. Here the need is to base the programme of training firmly on assessment of aptitude followed by a programme of training and work experience relevant to the sector and sufficiently rigorous to mean that standards of performance (admittedly elementary) have to be reached. One excellent example is the programme of training called

happening in the engineering industry following the recent decisions of the board which have the approval of the MSC. It would be disastrous if we allowed YTS to erode standards of training for skill where these are already accepted and in operation. Within engineering it will now be possible for employers to put the YTS label on apprentices and thus qualify for the funds which are available.

mean that those responsible for training will have to come to terms with the fact that their programmes need to be relevant in a wider context than that of the firm itself. This should not be difficult, providing we base our approach on what the trainers in their particular jargon call "trainee-centred learning".

Their trainees will need to be helped to face periods of uncertainty which may amount to either a job change or to periods of unemployment or both. And we have to bear in mind that large numbers will be

destined to become the main route into employment for school-leavers. But what is the YTS and for whom? Will it work - and how?

For relevance and therefore credibility are also dependent upon the content of what is on offer. If it becomes too theoretical, it will cease to be vocational and YTS will lose its way. If it becomes excessively practical and narrow, it will be seen to offer an inadequate grounding for facing the future.

So the details of particular schemes are critically important. This is to state the obvious; but it carries an important implication. We must ask that particular schemes define in precise detail what is to happen at each stage of the programme. Approval of blocks of time simply will not do. It won't do because this is the YTS: it is not the Youth Opportunities Programme in a different disguise.

Quality essentially therefore depends upon the training - it may only be of a basic nature - which is on offer. Is a genuine choice of skills offered to young people in such a way that they can be properly assessed and also assess themselves? Are the records sufficiently precise to ensure that this period of choice and assessment is a reality? Is the further education component closely related to this training programme and to work experience? Above all, is the work experience a genuine learning process related to the basic training? These are the questions which define quality. They are pretty rigorous - and they need to be. Attention to these questions will ensure cost-effective YTS schemes.

I have not yet, however, fully answered my key question. It is not yet clear enough to employers that YTS could and should include three types of individual whose views and needs are going to differ from each other. Quality and relevance need to be sharply assessed in the light of the somewhat different needs of the three types of young worker who will be catered for.

First there are those who over the years have been recruited into industry and offered a structured training opportunity as apprentices. It is essential to reconcile first year off-the-job training performed to precise standards of the kind offered by the Engineering Industry Training Board with YTS. This reconciliation is now



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engineering type activities where they are practised.

The point can be extended further to include practical work at home which an individual can do in his spare time or when suffering periods of unemployment. Similar examples should (and are) being developed for other sectors. Thus the way forward is clear. YTS must preserve the standards of quality and skill needed in apprenticeships for potential technicians and craftsmen; and it must also clearly the basic training programme combined with work experience at further education needed by all who on as trainees by the firm at sub-level, whether or not they will become employees.

YTS is up against one big practical difficulty. The numbers of places available for work experience in certain sectors may be fewer than those used to be for YOP. The recession has bitten deeply everywhere and particularly in the manufacturing sector. It would be easy to conclude that this is a situation which will increase the off-the-job element of YTS. The trouble is that this element is expensive and makes heavy demands on facilities which may not be flexible in its interpretation and support for the balance between off-the-job training, further education or work experience.

What must be said is that work experience, however interpreted, is needed everywhere. But its length, with further education, needs to be assessed in the context of the particular skill. It would seem necessary to work experience in service occupations to be sufficiently prolonged to give the young people the feel of the service is about at the customer end. Manufacturing offers better opportunities for simulation than the tasks can be more precisely defined; this is the main reason why it has been possible to reconcile EITB first year off-the-job training with the aims of YTS.

All in all we seem to be on the threshold of a great advance. Detailed problems and complications about the scheme will be worked out. We must learn as we go. But the hope and thrust of YTS continues to be a demand for widespread support. It deserves this support because it fulfils a long-awaited need. If we keep relevance and quality in mind there should be doubt of our ultimate success.

Sir Richard O'Brien is chairman of the Engineering Industry Training Board and president of the Association of Colleges for Further and High Education, but his article is written in a personal capacity.



A question of relevance: YTS is about preparation for work.

## Firms put less emphasis on exams

by Nick Wood

Schools tend to over-rate the importance that employers attach to exams, according to a major new survey of job selection procedures for school-leavers.

Overall, only one firm in two says that exams are essential for selecting applicants for jobs and an even higher proportion admit that they take on youngsters who fail to get the grades expected of them.

Many firms do not even bother to check up on applicants' qualifications, Mrs Janet Jones, a researcher based at Reading University and former teacher, said. She spoke of one company that insisted on two A levels for its management training course but never took the trouble to find out if those accepted actually had the qualifications they claimed.

Mrs Jones, whose three-year study was sponsored by BP, was presenting her findings to executives from 30 of the 500 firms surveyed. Her sample included companies of all sizes and types in Yorkshire, the West Midlands and London and the South East - areas with differing levels of unemployment.

Among the selection devices used by employers, interviews were considered the most important. Next came exams, then application forms and last, school references. Around four in five companies also used their own batteries of tests and tended to attach great importance to the results.

At interviews, all the firms were looking for well-motivated applicants with a measure of personal ambition and acceptable appearance.

Companies appointing professional and managerial staff placed most emphasis on initiative and leadership among potential employees. For clerical and sales jobs, cooperation was also thought important - as it was for skilled and unskilled manual work.

The survey also revealed widespread ignorance among employers about the exam system.

On the basis of her findings, there was a clear need for much better communication between exam boards and employers, she added.

Asked how they would remedy the defects of the present exam system, many employers mentioned continuous assessment and profiles containing information on pupils' character, personality, social skills, attitude to work and punctuality.

In the classroom, they would like to see more attention paid to basic literacy and numeracy. They also want schools to pay far more attention to careers preparation. One in six specifically singled out the need for youngsters to be taught how to fill out application forms and to be given work experience.

But, it would be a mistake for teachers to assume that exam results don't matter. Firms, especially in the white collar sector, find them a convenient screening device.



Passing exams over-rated?

## Tightening belts after lunch

A comprehensive school is trying to thin out the "Billy Bunters" in its ranks. The Priory High in Exeter has set up a lunch-time weight club for youngsters who want to shed a few pounds.

They are weighed when they first attend, given a target weight to be reached by the end of term and helped with advice on diet, calorie counting and the reasons for over-eating.

At its peak the club had 20 members - mostly aged 14 to 16 - plus two teachers who were also trying to slim. But numbers have now dwindled to four - partly because there are fewer fat children at the school - seven of the twenty achieved their target weight and two others made good progress - and partly because would-be slimmers have been ragged by their friends.

Mrs Sylvia Coley, a nurse based at the school, runs the club. She said that all 780 children at the school were weighed and 56 were found to be at least half a stone overweight.

Two children were obese - at least two stone overweight. Although they attended the club for a time, she cannot count them among her successes - both are now heavier than when they started.

Mrs Coley would like to see junior and infants' schools set up weight clubs. By the time children reached secondary school it was often too late to help. "They put up barriers if you talk to them about their weight".

She would like to see junior and infant schools running such clubs and believes that they could have a valuable long-term effect. Making youngsters aware of what constitutes a healthy diet can help them break a family history of obesity when they become parents, she said.

Headteachers from Hull have tabled a motion recognizing the MSC's role in promoting links between schools and industry but reaffirming that curriculum development should remain the responsibility of the Department of Education and Science, local education authorities and schools.

The conference will also debate a motion from Sheffield headteachers calling on the NAHT to prevent any headteachers from being suspended from their jobs "without evidence of good cause".

There will also be calls from Birmingham and London, for the Government to reverse its decision to publish reports. A motion from London headteachers says this move "can only have an effect contrary to that intended".

The subject which has attracted the largest number of motions is 16 to 19 education and the role the Manpower Services Commission has been playing in new initiatives.

In another motion on the same subject, headteachers in Sheffield warn that material of a "violent pornographic and racist" nature is already available on home videos and urges changes in the law on video film distribution.

Head teachers in Harrogate, where the conference is to be held, also call for "greater care" to be taken to ensure that television programmes and videos "reach more acceptable standards of language and behaviour".

In addition, the conference will debate a motion of "no confidence" in the education policies of the present Government, tabled by head teachers in St Albans. Traditionally, the NAHT has always taken a non-political stance.

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## NEWS

## Heads voice fears on risks of video violence

Fears about children's exposure to films portraying extreme violence and pornography will be voiced this month at the annual conference of the 21,500-strong National Association of Head Teachers.

In the agenda, which is published today, there is a motion urging the NAHT's national council to alert the Government to the dangers of children viewing such films following the "unchecked development of the home video market".

The dangers were revealed in a survey, published in *The TES* last year, on children's viewing habits which showed that they watched videos in bed without parental supervision.

The motion, tabled by headteachers in West Suffolk, calls for effective controls to be established to limit the distribution of such films.

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## Talks over alleged harassment

by Hilary Wilce

Inner London teachers are being consulted about ways in which grievance and disciplinary procedures can be strengthened to deal with cases of alleged racial or sexual discrimination or harassment.

New procedures, which include allowing all written grievances to go before a panel of members, were passed this week by the Greater London Council. They apply to ancillary workers in school but not to teachers. The Inner London Education Authority is now consulting teacher unions about ways in which the teachers' code can be brought into line.

The report outlining the procedural changes defines discriminatory acts as those which treat people less favourably "on the grounds of sex, race, colour, nationality, ethnic or national origins, marital status, sexual orientation, age, trade union activity, political or religious beliefs".

Sexual harassment, the report says, is "repeated, unreciprocated and unwelcome comments, looks, actions, suggestions or physical contact that is found objectionable and offensive and that might threaten an employee's job security or create an intimidating working environment".

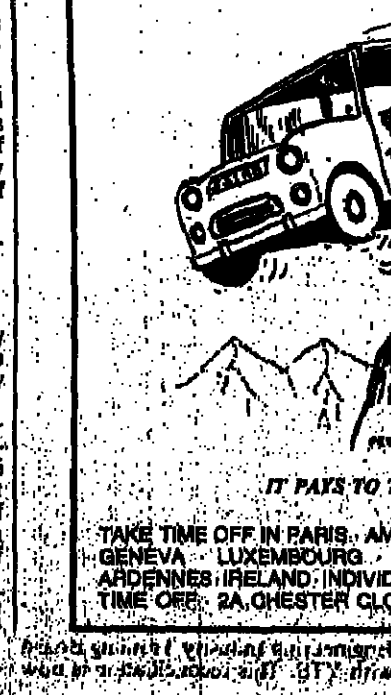
Mr Richard Rieger, general secretary of the Inner London Teachers Association, said his association had not yet discussed the report but that in principle it supported anti-discrimination policies.

Mr Brian Jones, London executive member of the National Association of Schoolmasters/Union of Women Teachers, said his association welcomed the idea of strengthened grievance procedures to deal with discrimination on the grounds of political affiliations or trade union membership, although it would be difficult to apply without overhauling the whole system of appointing teachers.

The pupils, aged between 11 and 14, are to be "official representatives of the city" at the final.

The council is asking for applications and those to go will be chosen at random this week by a representative of Aberdeen FC. Each application must be endorsed by parents or guardians verifying that the children are ardent Aberdeen supporters and regular attenders.

The final is to be played next Wednesday during term time.



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## PRIMARY

## TV news programmes worry heads

by Richard Garner

Heads are concerned that television news programmes have a harmful effect on primary children, says the National Association of Head Teachers.

In a booklet out today entitled, *Language and the Primary School*, it voices concern over "the effect of seeing horror, misery, despair and man's inhumanity to man in graphic detail, almost daily, not only on the main news but on junior newsround programmes."

It also says it is worried about the effects on the young of the "confrontation, argument, contestation 'interviews' so loved by television". It attacks "the apparent unwillingness" of TV companies to indicate the suitability of programmes.

The pamphlet also expresses concern - echoed in the agenda for the NAHT's annual conference, which is also published today - about "the appalling content of 'video nasties' and the too frequent parental neglect which allows many young children to watch them" and the effects of sex and violence on TV - "a subject often spoken about but rarely by the people most concerned, parents, teachers, pupils, talking together."

It concludes: "Television is the most powerful medium of mass communication man has invented. It has tremendous potential as an educational tool, if used carefully and

with professional thought. We would urge schools to consider its use and comment to the broadcasting companies on the effectiveness of the resources they are providing."

It says, however, that many parents would welcome guidance and support from schools on "the battle of the knob" and suggests much could be gained from inviting parents into primary schools for an evening to watch video-recordings of programmes seen by children at school.

It produces these groundrules for parents and young children watching TV:

● The TV should be on only when you are concentrating on it and not doing something else.

● It should be off when you are doing something else and, especially, talking or reading.

"It is sad to reflect that serious, worthwhile programmes, bringing together the creative talents of many gifted people are so often watched by father through the half-open door as he paints the wall of the dining room, by mother through the hatch from the kitchen as she prepares a meal (or vice-versa), by older daughter occasionally looking up from her homework and by younger son looking up from his Lego on the carpet," it argues.

The pamphlet also stresses the value of language consultants in



Groundrules on viewing time are becoming increasingly necessary

primary schools and reminds teachers that speech in the classroom is an active part of the learning process.

The too often heard comment from teachers of "stop talking children and get on with your work" should be replaced with "start talking, teachers!"

It stresses that listening is also essential to all language yet adults are notoriously bad listeners.

"The reasons, no doubt, are wrapped in the human ego," it adds.

"Our desire to express ourselves and use that most potent of tools - speech - prevents us from really listening to others. That people are labelled 'good listeners' suggests

that most are not."

It says of writing: "Good personal writing flourishes in an atmosphere in which the children are encouraged to express themselves freely, fluently and sincerely and, as a form of creative expression, it should not be hindered unnecessarily by the rules of language. The constant teaching of formal English exercises and grammar indicates that the teacher believes how something is said or written is more important than what is said."

*Language and the Primary School* is published by the NAHT c/o Holly House, 6 Paddockhall Road, Haywards Heath West Sussex RH16 1RG, price £1.50.

## Mental maths appeal

Children would learn to do mathematics better and more fluently if primary teachers concentrated less on written sums, and more on mental mathematics.

But teachers' anxieties about maths, their narrow view of what mathematics is about and what is expected of children, often encourage them to stick to sums.

This is the view of Mr Steve Plunkett of St Mark and St John College, Plymouth. He argues in a booklet now free teachers in the need to concentrate on standards written routines for handling numbers, and allow them to help children to use and understand numbers in the flexible kinds of ways that Cockcroft research showed adults to be using them in the real world.

Many teachers are unaware, "how skilled, brilliant even, children can be at juggling numbers in their heads" he says. But it is no good the Cockcroft committee, or any else, telling teachers to change their approach. "They need more time to examine their basic assumptions and anxieties, and to increase their awareness about how their own children's minds work."

*Mathematics in the Mind. Educ 3-13, Spring 1983.*

## Control under attack

The wishes of teachers and parents were being ignored by the Government's deliberate policy of establishing the control of education, said John Coe, Oxfordshire's prime adviser and the new chairman of the National Association for Primary Education, at the association's annual conference last weekend.

NAPE, now three years old, is 3,000 members and 34 local associations, with six more about to start. Other speakers at the conference were Mr Brian Tyler of Kingswood school, who gave a secondary view of what school, and two parents, Mrs B. Candler and Mr John Nichol, who led for even greater and more efforts to open up schools to parents there were still too many parents which put them off.

"Far from putting obstacles in the way of appointing male teachers we should be providing incentives to attract them into primary schools."

## Plea on 'sex bias' law

by Bert Lodge

Mr Nicholas Scott, Minister for Education in Northern Ireland, is being urged to amend a regulation which discriminates against male teachers and which recently cost one teacher his job.

Vice-principal of a primary school in the Southern Education and Library Board area, the teacher was made redundant while a woman teacher on the staff was retained. He claimed he should have been protected by a redundancy agreement between unions and employers that the posts of vice-principal and principal would be protected against redundancy, except when a school was closed.

He was caught out by the 1973 Primary School regulations for the province that "a boy who is under

seven years of age should not be registered at a school in which the teaching staff do not include at least one woman teacher."

An industrial tribunal rejected an appeal of unfair dismissal on the grounds that the board was simply complying with a statutory requirement.

The teacher's union, the National Association of Schoolmasters and Union of Women Teachers, has called on Mr Scott to amend or remove the regulation. "There are not enough male teachers in primary schools," Mr Tom McKee, regional official, said this week.

"Far from putting obstacles in the way of appointing male teachers we should be providing incentives to attract them into primary schools."

## Where togetherness is a communal bath

A bath in a Nottinghamshire primary used by children and, on occasion, by parents is cited by a DES group as an example of community provision.

Parents use the bath at Robert Jones infant and junior school, Blidworth, when their own plumbing breaks down.

This example is discussed in a new DES architects and building group booklet.

The group favours the authorities involving local districts when primary schools are being built or extended, and going for joint funding. It describes a school where a community room is included, and

another where a family room is provided and kept open in holiday time.

*Community Use of Primary Schools. Broadsheet 15. Available from Room 7/38, Department of Education and Science, Elizabeth House, York Road, London SE1 7PH.*

## Divorced father told right is revoked

by Hilary Wilce

A divorced father who last year won his battle to be involved in decisions about his children's education has now been told that he cannot be consulted about their withdrawal from primary school.

Dr Barry Matthews was told last November by the North Yorkshire local education authority that he had a right to information and to be consulted about the education of his nine-year-old daughter and six-year-old son, even though he did not have custody.

The following month the authority sent heads a three-page circular setting out guidelines for dealing with divorced and separated parents.

However, Dr Matthews's children were moved by their mother from one local primary school to another this Easter without his knowledge. When he wrote to North Yorks to complain, he was told in a letter from Dr Edward Owens, county education officer, "the withdrawal of children from a primary school is not a matter which falls within the

scope of the guidance given to heads with regard to consultation with non-custodial parents."

Arguments over the rights of non-custodial parents to be involved in their children's education arise from a 1980 Appeal Court judgment which is open to differing interpretations.

Mr Mark Wellington, deputy county education officer, said this week that the authority had tried to be helpful to a parent in what was still a very unclear area.

"This is obviously a grey area, arising out of the Court of Appeal ruling, and some authorities have taken quite a different view from us of the matter. We have done our best according to how we regard the position at the moment, but it is obviously very much a matter for debate."

Dr Matthews said that he felt the authority had broken its promise to consult him over his children's schooling, although the heads of both the primary schools concerned had been helpful.

## NEWS

## £30m bill warning on overseas fees

by Biddy Passmore

The taxpayer could have to pay more than £30m a year towards the fees of overseas students if the law were not changed quickly, Mr William Waldegrave, minister for higher education, told the Commons last week.

Opening the second reading debate on the Education (Fees and Awards) Bill, Mr Waldegrave emphasized that if the present situation went uncorrected, overseas students would receive "an amazing windfall gain at the expense of the British taxpayer."

He was referring to difficulties created by the recent Lords judgment, in which Lord Scarman ruled that students did not have to have their "real home" here in order to qualify as home students. Tired

years' ordinary residence here before starting their studies was enough, even if they had come to Britain only for the purpose of education, he said.

This judgment went against DES advice given to local education authorities in 1978, which said they should apply the "real home" test when deciding if students were eligible for mandatory grants. In 1980, the test was extended to eligibility for the lower home fees as well.

Lord Scarman's ruling was expected to land authorities with a £10m bill for reimbursing students who were wrongly denied grants and forced to pay higher fees.

An amendment to the grants regulations was made before Easter to

put the position on mandatory grants back to what ministers meant it to be.

Now the Education (Fees and Awards) Bill does the same for fees and discretionary grants. It enables the Education Secretary to make regulations authorizing the charging of higher fees to students who do not have the required connection with the United Kingdom. It also allows bodies like local authorities and research councils to adopt rules restricting discretionary awards to students with the required connection.

The effect of the regulations would be to protect i.e.s.s. universities, colleges and research councils from possible financial disaster.

Mr Waldegrave said overseas students already studying here paying the higher fees should be eligible for reimbursement for tuition and other charges, even if they had come here for the first time.

In the light of Lord Scarman's ruling that they had been eligible for the lower (home) level of fees, he had come here expecting to pay higher fees and were not suffering as a result of the ruling, said. The position was different for grants.

The Bill was given a warm welcome by the Labour and Liberal parties. Mr Philip Walton, Labour's higher education spokesman, said "acknowledged problems" had been put in a "practical" way. But he put in a "practical" way. But he put in a "practical" way.

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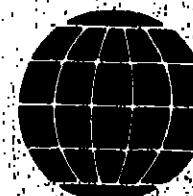
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## NEWS

## Summer pollen levels put young hay fever sufferers at a big disadvantage. Nick Wood reports moves to help them.

### June unhealthy for exams

A new organization representing hay fever sufferers is likely to press exam boards to reschedule public examinations so that they are no longer held in June.

The National Pollen and Hay Fever Bureau has been set up to provide the first comprehensive forecasts of pollen counts for Britain's estimated 6 million hay fever sufferers.

Its consultative board, drawn from medicine, education, industry, the trade unions and the civil service, plans to mount an inquiry into the desirability of holding school exams at another time of year.

Early indications are that it faces an uphill struggle. Mr Colin Vickerman, secretary of the Joint Matriculation Board, pointed out that exams were timed to fit in with the academic year. Altering that would be a "major national issue".

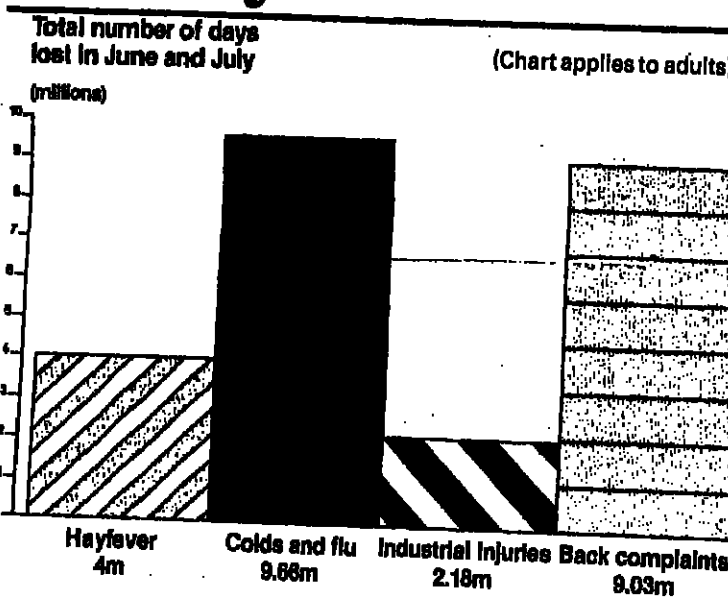
Appeals for special consideration from candidates suffering from hay fever varied from year to year, but there were often a "substantial number", he added. They were dealt with in the same way as other illnesses.

This week, spokesmen for the new bureau, which is backed by a £30,000-a-year grant from Pisons, the drug company, pointed out that people in their teens and early twenties were most at risk. Around one in six of the 15 to 25 age group suffers from the condition, which strikes in June and July when grass pollen levels are at their highest.

Dr William Frankland, a consultant allergist and Harley Street specialist with 30 years' experience of treating the allergy, said he was convinced school exams should not be held in June.

The performance of many youngsters was impaired by the twin effects of hay fever and the drugs they took to control their symptoms, many of which had a sedative effect.

Research carried out during exam time had shown a clear link between daily pollen counts and the number of candidates asking exam boards



• Certified figures for sickness benefit days

• Indications of hay fever days lost from NPHFB

for special consideration on health grounds.

Dr Frankland, who estimates he has treated 35,000 hay fever sufferers, said he had come across cases where students suffering from the disease had failed their exams miserably in the summer, only to pass re-sits comfortably later in the year.

He quoted the case of a medical student who would have been thrown out at the end of his first year had not his university tutors accepted that he had failed his exams because of the combined effects of his illness and the high doses of anti-histamines he had been taking to seek relief.

The bureau has produced a leaflet advising sufferers on how they should adjust their daily routine to minimize the chances of being affected. Its address is: The National Pollen and Hay Fever Bureau, 112 Thorpe Road, Norwich NR1 1RX. Tel 0603-29301.

Dr Paul Dowding, a Dublin botanist who has devised the computer model that will be used to draw up the daily forecasts, explained that sufferers were most at risk in the late afternoons and early evenings when the thermal wind currents that picked up the pollen in the mornings died down.

The pollen, which comes from grasses that normally flower daily in June and July, falls back to ground level and produces the characteristic symptoms. In cities, where the thermal tend to last longer because of the extra heat, pollen levels tend to peak later - in mid-evening or after midnight.

The Government had imposed major cuts in education but because of the vagueness of the 1944 Education Act, had successfully "exported" the blame for poor services on to the local education authorities.

## Parents seek unions' support for flexible work hours

by Sarah Bayliss

Trade unions should make flexible working hours a priority to help working parents get involved in their children's schooling, a London conference was told recently.

Ms Julie Corbett, with a son aged eight, said that for many working parents, especially single mothers like herself, it was virtually impossible to have regular contact with school.

Many parents missed out on essential contact with teachers. "When teachers see parents regularly they are much more prepared to alert you to problems before they get out of hand," she said.

Ms Corbett negotiated a 32-hour week instead of a 35-hour week so she could meet her son from school two days out of five, she told the education session at the Child Poverty Action Group conference. She had encountered ambivalence from her trade union, the National and Local Government Officers Association, which was worried about losing members' jobs. But her employers, a housing association, had agreed to her working through two lunch hours and leaving work at 3 pm on two days. Her loss of earnings was not prohibitive.

Another delegate said "Trade unions have fallen down very badly in this area. They've not given sufficient priority to negotiating on behalf of working parents to get more flexible hours, and time off when children are sick or on school holidays".

Mr David Bull, senior lecturer in social administration at the University of Bristol, speaking on the theme of "The Poverty of Politics" accused the Government of "sponging off parents and abusing the law".

The Government had imposed major cuts in education but because of the vagueness of the 1944 Education Act, had successfully "exported" the blame for poor services on to the local education authorities.

In their turn, local authorities which had introduced charges for swimming and music and which encouraged parents to buy books, made parents feel guilty they didn't pay up. "Responsibility for 'free' education is being shamelessly and resolutely shifted from the state to the parents", Later, Mrs Margaret Coates, parent from Bristol, said she questioned her son's comprehension about the legality of charging for geography field trip. "I was made feel that my questions were useless since they might deprive children an interesting opportunity".

Mr Bull said he believed charging for geography field trips was a common breach of Section 5 of the 1944 Act which prohibited charging of fees for education.

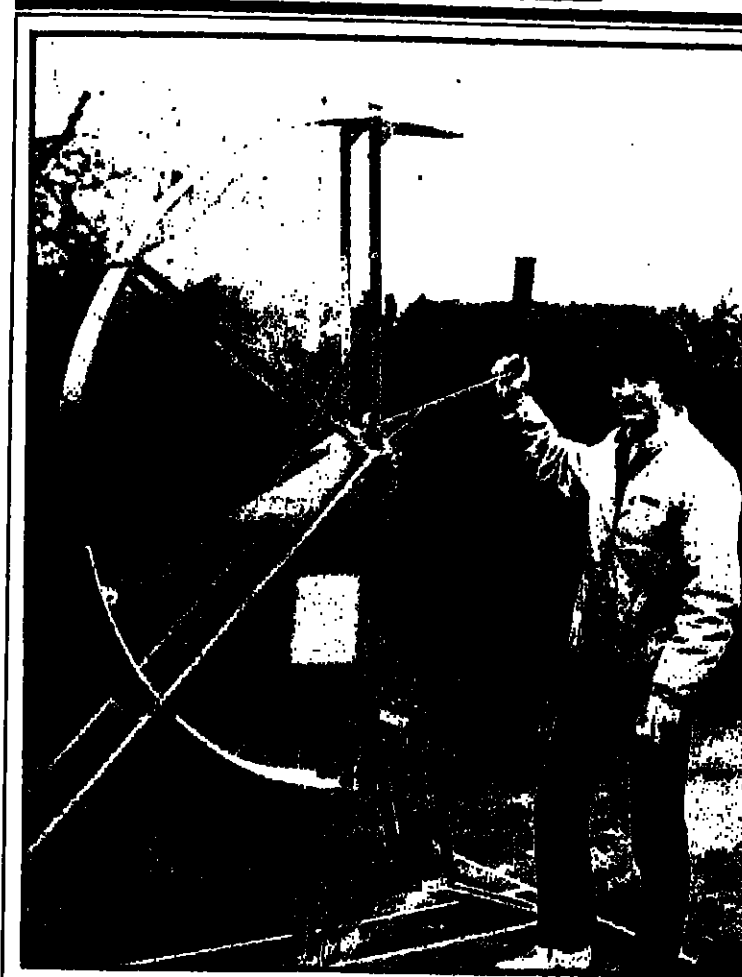
Mr Frank Dobson, MP, a shop education spokesman, said British education system had always been "poverty stricken", particularly the 60 to 70 per cent of children were labelled as failures by secondary school examinations.

He was surprised that only the HMI had pointed to "main disabilities" in provision between schools, and between local authorities, and to parents' financial contributions to schools. "What are the HMIs been doing at 10 years? Anyone travelling round the country looking at schools at 10 years past could have talked about marked disabilities".

The Manpower Services Commission had at least shown the potential for change. "It's one of the few opportunities we've seen of donating resources to children who've been classed as failures at every stage of the education system".

He said that no government "is right mind" would have given the DES the resources which had been given to the MSC. "The DES would have picked most of the money for academic purposes within a couple of years".

## SPORT



Sporting interests and scientific skills have come together for the two British sixth-formers competing in the finals of the international science and technology competition to be held in the US this month. Jay Watson (above), 17, of The King's School, Peterborough, a keen cricketer, has come up with a bowling machine that carries through the action of the human arm and consistently delivers a ball on any given length and line at speeds between 20 and 75 mph.

Meanwhile, Jennie Constable, 18, from Longdon School in Hemel Hempstead, who hopes to study engineering at university, has discovered a new material for ski soles that simulates Alpine performance on artificial slopes. More than 500 young people will be competing at the International Science and Technology Fair which is being held in New Mexico from next Monday.

## Slow-starter Steve pockets a million

by Nick Wood

Steve Davis, the millionaire snooker player, was an underachiever, his former teacher said this week.

Mr Paddy Netscher, acting head of Abbey Wood comprehensive in south London, which Davis left in 1975, was speaking after the 25-year-old professional had picked up £30,000 for winning the world championship in Sheffield.

Mr Netscher, who followed Davis's progress closely on television and was full of admiration for his "absolutely incredible concentration," said: "Steve is a charming young man but he did not achieve his full potential at school."

"For instance, he failed his English language O level four times. He was quite capable of passing the blooming thing - the fact he got English literature is an indication - but he was not prepared to bone up on the stupid things they ask you in English language."

The old adage of prowess at snooker being the result of a mispent youth had some substance in Davis's case, Mr Netscher added. "He has admitted publicly that he used to play hookey in the afternoons."

Nevertheless, Davis's academic record puts him streets ahead of his fellow professionals. He is widely credited with having seven O levels. The official records show the final tally to be more modest. He has four, including a grade C in maths. He also has a CSE grade 2 in technical drawing which could be taken to explain his unerring ability to see all the angles.

But Mr Netscher believes the classroom can claim little credit for Davis's remarkable talent. "I often wonder how far his studies of Newtonian mechanics explain his skill at potting snooker balls. I think very little. It was all acquired from hours of practice in billiard halls."

## Moving into extra time

Cases of teenagers who have just left school earning £20,000 a year with First Division football clubs are cited in a new book, *David Lister* writes.

But it is also predicted that the era of boys leaving school at 16 to join football clubs will end very soon.

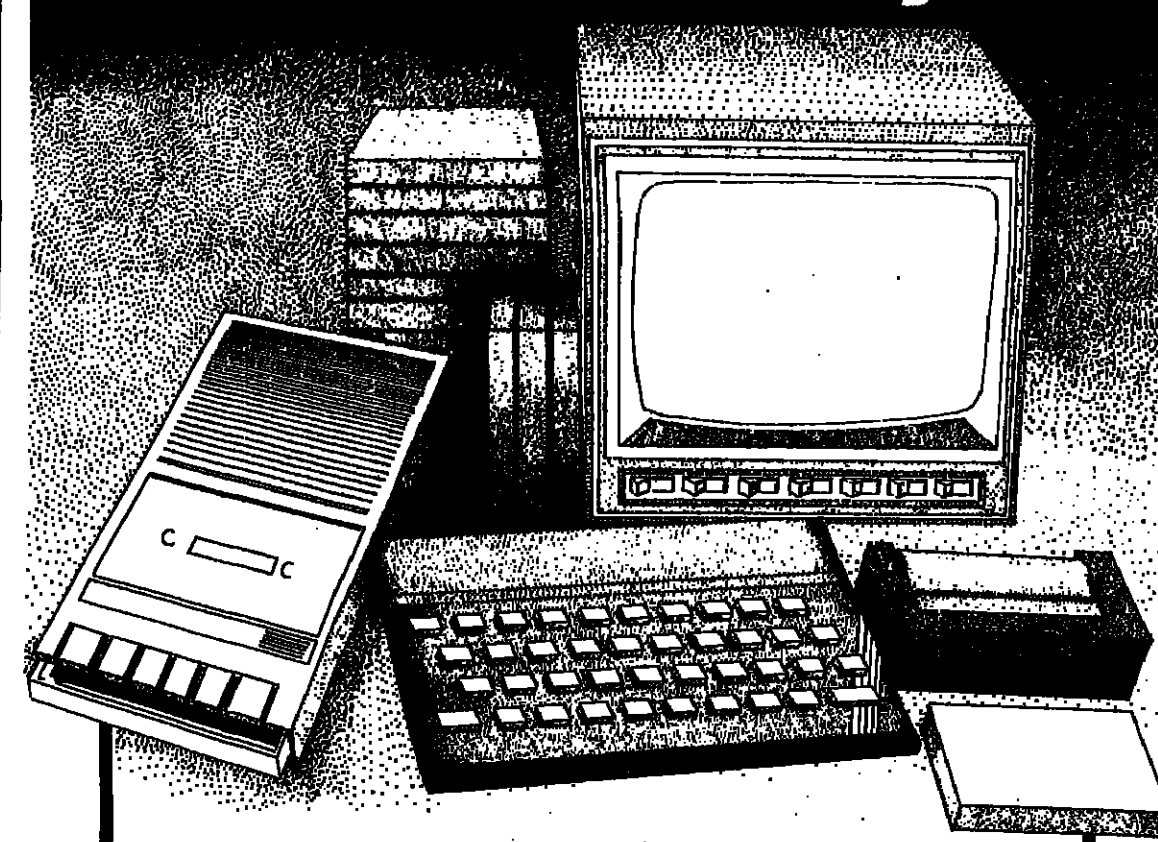
In the book, Arsenal and Northern Ireland goalkeeper Pat Jennings says that a super league of about 10

clubs will almost certainly be formed in the near future.

Other clubs will employ players on part-time contracts, particularly teenagers who will remain at school to continue their studies and gain qualifications before becoming professionals.

*Pat Jennings, An Autobiography* Collins and Willow, £7.95.

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The 16 page Mathematics extra in March 26 issue containing an article by Dr W. Cockcroft is available in reprint form. This, together with a four-page résumé of the Cockcroft Report, originally published in the TES, will cost 80p (p & p included). Send all orders to the address below, enclosing your cheque/PO (no cash please) made payable to Times Newspapers Limited.

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## Beloff view on vouchers attacked from the Right

by Biddy Passmore

One right-winger has attacked another over the merits of the educational voucher - and of the TES - in the columns of the latest issue of the *Journal of Economic Affairs*.

Mr Arthur Seldon, editor of the journal and an ardent champion of vouchers, expresses his dismay at objections to the voucher scheme voiced by Lord Beloff, former principal of the University College at Buckingham and chairman of the Conservative Party's manifesto group on education.

Lord Beloff said in a television interview that he was "very sceptical" about vouchers, because it would be disruptive and wasteful if parents kept changing schools. Since then, his policy group has rejected the idea in its report.

Mr Seldon writes: "That the objection - 'how would schools plan?' has been raised by a spokesman for the National Union of Teachers was predictable. That it should be judged by the Editor of *The Times Educational Supplement* to produce chaos is more surprising from a respected observer of the education scene, even though his readers are employed by the established state machine, many of whose good teachers (and schools) have nothing to fear from being chosen by parents."

(Lord Beloff, in contrast, has called

The TES an "organ of the unregenerate Left".

"But that it should be raised by Lord Beloff... must be a cause for disturbance, since it betrays a misunderstanding of the working and economics of school education, and even of the ways in which parents judge schools", Mr Seldon says.

Parents would not rush their children in and out of state schools every few weeks; a year, or longer, would be more likely. And only a small proportion would be likely to switch - especially if they had taken more trouble over the choice than hitherto - judging by experience in the private sector.

In any case, schools could discover the reasons for a large rate of turnover and take avoiding action, Mr Seldon argues. "Large or avoidable exits (such as from William Tyndale or other state schools) are provoked by ignoring the warning signals."

After decades of unresponsiveness to parental wishes, it would not be surprising if the Aungmye Stables required "substantial clearing", he continues. "But the end result would be a population of teachers substantially chosen then and their schools."

The journal is published by the Institute of Economic Affairs, 2 Lord North Street, London SW1.

## Pay as you learn crisis hits schools

by Richard Garner

The desperate plight of Gloucestershire as a result of increasing reliance on parental contributions towards school expenses was highlighted last week.

A report, prepared by the Gloucestershire members of the National Union of Teachers, says maintenance of school buildings has been neglected and that activities such as swimming and instrumental tuition - are now being paid for by parents.

Mr Keith Anderson, chief education officer, said that the county had "an extremely limited" programme of renovation but money had been set aside to provide parents with materials if they wanted to develop their schools. "This was in response to pressure from parents," he added.

The authority did not charge for instrumental tuition, although parents who felt their child should have musical instrument could hire it from the school. On swimming, individual schools did ask parents to make contributions for tuition although this was available in cases of hardship.

The report also claims that Gloucestershire is the only authority without any maintained nursery education provision.

Mr Anderson told infant schools in Gloucestershire had a three-year course which meant that a parent had the right to enter their child at school at the beginning of the year in which the fifth birthday fell.







## Talented pupils hampered by over-emphasis on O levels

by Virginia Makins

Too much concentration on the narrow requirements of GCE syllabuses, and an accumulating O levels is restricting the opportunities of the top ability intake at Chelmsford High School for girls.

"While the teaching is never less than competent, much of it is over-didactic, and fails to encourage independent thought," HMI conclude. They recommend a review of both of teaching methods and the policy on examination entrance, and suggest that the nine O levels taken by most pupils restrict time for "other desirable elements of a liberal education, notably creative and artistic areas of experience."

The school's catchment area covers all Essex, and the girls come from a "very narrow band at the top of the ability range," and mainly from prosperous homes. The school is generally staffed, at 15.2:1, and exam results are "highly satisfactory in relation to the intake."

But within a general context of high achievement, HMI found a narrow approach to curriculum and teaching methods in many subjects. In English, more creative writing for fifth and sixth formers would add variety to the work and sharpen pupils' insights into literature, HMI suggest.

In some geography teaching there was a "quite unnecessary" emphasis on dictated notes: work which provided a "satisfactory intellectual

challenge" for the school's highly capable pupils would be likely to improve, rather than weaken, exam success.

### HMI reports

HMI reports are available from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also from I.E.A.S.

In mathematics HMI suggested more use of calculators, more investigational and practical geometry to improve pupils' spatial ability, and bringing the investigations done in the maths club into the main curriculum. In science, teachers did not always respond to some sixth formers' "impressive ability to put challenging questions."

HMI also suggest a broader approach in home economics and needlework; a more varied and challenging careers programme. They note that the school's sporting achievements are noteworthy, and that the school has a rich extra-curricular life.

## High standards for infants

HMI's high standards for infant schools are clearly shown in three new reports.

Portway Infant school, Allestree, Derbyshire, is helped by its suburban residential catchment area where the majority of children have "very supportive homes." It receives a glowing report on all aspects of its work.

It is praised for language work which carefully develops children's vocabulary and encourages them to "converse and speak confidently to a large group." Children start reading and writing early, and are "re-leased" to the enjoyment of books and poetry that they choose for themselves.

In mathematics, a "very sound" policy emphasizes understanding before "symbolic representation" and older and more able children are encouraged to solve problems and apply the skills they have rapidly acquired.

The school's concern to introduce children to a wide range of aesthetic experiences is warmly commended, as is the variation and progression in art and craft work. "Concern for the environment and a systematic observation of it" is an important part of the work. There are guidelines for all curriculum areas and these "contribute to the balanced programme."

Huthwaite Church of England infants in Nottinghamshire also does a good job with a less favoured catchment area: it is near Sutton-in-Ashfield, a traditional mining area that is just beginning to develop as a commuter land.

It has excellent resources - for example there is a television in every classroom, and teachers "create attractive and stimulating working environments." There are guidelines for most curriculum areas but these need review to make for "greater continuity and progression."

The school operates a timetable for reading, writing and mathematics in the mornings, and leaves other areas "often but not exclusive-



Children start reading early

ly" to the afternoons. Reading standards are good, but the school's heavily phonic approach could be balanced by some look-and-say.

In maths, children who come into school with "little understanding of numeracy" leave handling numbers pretty securely. But they are less good at using their skills to solve problems, or investigate numbers for themselves. There might be benefits in extending practical activities in maths, say HMI.

Topic work could do with a more scientific approach, and children might be led to use reference books more often. But teacher-pupil relationships, and relations with parents and the church, are excellent, and there is a "secure base" to broaden the work, and go in for more activities, that would lead to a more open-ended and investigational approach to learning.

Bishopstoke County Infant school in Hampshire has the disadvantage of having 192 children in six separate buildings on a large site. At least the HMI report apparently resulted in immediate installation of wash-basins in the unheated outside toilet blocks.

HMI suggest that the school could do with more resources: more sophisticated weighing and measuring

equipment for mathematics, tape recorders, better climbing apparatus, things to back a more ambitious programme for developing historical, geographical and scientific skills in topic work, such as globes, map hand lenses, and apparatus for recording the weather.

Curriculum guidelines might need more attention to identifying "aim and objectives and lines of development" though the mathematics guidelines, produced with the local junior and secondary schools as advisory services, are excellent.

A lot of time goes on teaching basic skills, and HMI suggest more attention to talk, encouraging children to express their ideas and feelings, more encouragement for children to read for pleasure; more linking of mathematics to real life and more games and variety in mathematics; more workbooks of local visits and first-hand experience; more music-making and experimenting with music; and a more systematic approach to art and craft.

But the school is praised for its friendliness, the way the staff overcome the difficulties imposed by the buildings, and the sound foundations it lays in literacy and numeracy.

pupils had no locker or bedside cupboard in dormitories. There was good weekend activities for young boarders, but HMI found that older ones had too much time on their hands. However, the inspectors found that most boarders they spoke to were relaxed, and appeared to enjoy life at school.

Sixth formers also had too much free time, and needed more tutorial support and informative assessment of their work. It was hard to combine subjects at different levels, and most sub-A level work aimed to bolster 16-plus qualifications.

In general, after starting its comprehensive life with "much work and good will at the school, the school now needed to develop curriculum, assessment methods, resources and pastoral systems better suited to comprehensive demands.

lany first went hostelling 35 years ago - a visit to Ravenhill in the Peak District sparked off his interest in botany - and he later worked as a warden at Hindhead.

The Professional Association of Teachers has appointed Mr John J. Bell as Secretary for Scotland. Mr Bell has been a teacher of modern studies at Glenrothes High School, Fife, and a member of NAT's Scottish Executive.

Mr K. J. Masters, headmaster of Keyn's School, Kirkby, Merseyside, has been elected chairman of the Conference of Catholic Secondary Schools for 1983-1984.

University and college appointments: Dr Rod Hudson, vice-principal of Gateshead Technical College, is to succeed Mr George Thomas as principal of Dunstable College of Further Education in January.

Dr Peter Selway, director of the Open University's West Midlands regional office in Birmingham, has been appointed by the OU to a personal chair in archaeology and history of Roman Britain.

Three new deputy directors have been appointed at the National Foundation for Educational Research. Dr Seamus Hegarty takes responsibility for research development and dissemination; Miss Margaret I. Reid takes responsibility for research management and staff development; and Dr Danesh Omran takes responsibility for computing and statistics.

Mrs Tyndal Thomas, headmistress of the Girls' Comprehensive School, Aberdeen, Mid Glamorgan, has been appointed to the University Grants Committee's Year-term office which runs until April 1988.

Sir Frank Cooper, who was until last year permanent secretary at the Ministry of Defence, has been appointed as a member of the Social Science Research Council for three years.

The botanist Dr David Bellamy has been elected president of the Youth Hostels Association. Dr Bel-

ated disproportionate burdens on some teachers, and some heads of department never taught younger pupils.

The school's exam performance was "very satisfactory" at O level and CSE, and somewhat below national figures at A level. But HMI judged that almost all departments needed to review their schemes of work, and tailor them more to individual abilities and interests.

In particular, they suggest more and better planned general studies,

social and personal education, drama, design, and careers education. Needs of less able fourth and fifth years were not being met, and HMI found some disaffection among them.

The school should also reconsider the separation of boys and girls both for physical education and for craft subjects where, after the first year, "boys and girls diverge completely along traditional lines."

Some of the boarding facilities were found to be inadequate; some

## Difficulty with facilities, resources and planning after reorganization

The difficulties of comprehensive reorganization on a split site with inadequate buildings are catalogued in a report of a full inspection of Keswick School, Cumbria. The inspection was part of a special survey by HMI of schools with falling rolls, and took place in the school's fourth term as a comprehensive.

The school has 875 pupils, 192 of them boarders on three sites, the two main ones over half a mile apart. The report begins with a catalogue of deficiencies in the buildings: leaking roofs and their effects, unsuitable specialist rooms ("art has no more than a small dark hut").

But the inspectors also found that the use of the buildings was badly planned, and unnecessarily depressing, without many interesting displays in general or specialist areas.

Resources were short in most

areas - shortages of library books, textbooks, teacher-produced materials, audio-visual equipment, and practical equipment were "not crippling" but "below a satisfactory level". The libraries were inadequate and badly used.

HMI suggest that the school should review its management structures and teachers' job specifications to fit the needs of a comprehensive. Only two of the 21 senior posts were held by women, combinations of special responsibility posts cre-

Mrs Patricia Valentine who has recently retired. Mr John Fuller-Sessions, aged 43, will succeed Mr McGarrigle as headmaster of Bramcote preparatory school for boys, Scarborough, where he is assistant head.

Miss Dorothy Mole becomes head-teacher of Cowes High School on September 1 when Mr W. E. P. Winter retires. Miss Diana Skidbeck, deputy head of West Kirby Grammar School for Girls, Wirral, to be head of Sheffield High School.

Mrs Judith Dawtry, head of modern languages at Rickmansworth Masonic School, appointed head of Portsmouth High School from January 1984. The school's present head, Miss Jennifer Plemman, has been appointed head of Bromley High School.

Administrative appointments: Mr John Alexander, chief education officer of the BBC School Broadcasting Council, has been appointed academic secretary of Brunel University. Mr Alexander took up his post on April 25.



Mr Jim Coleman has been appointed as peace officer to Council. Mr Coleman, a teacher, will have the official title of "Advisative officer, Nuclear Free Zone". The job carries a salary of between £8,500 and £10,500.

## People

### School appointments:

Mr John Grove is to be head of the Crestwood School Kingswinford, Brierley Hill, West Midlands, from September 1. He has been deputy head of Haydon School, Eastcote, Finner, since 1976.

Mrs Judith Hale, deputy of North Maudham County Primary School, West Sussex, has been appointed headteacher of Rose Green County Infants' School, Bognor Regis, in succession to Mrs E. M. Powell who retires at the end of the summer term.

Mr Colin McGarrigle, aged 41, is to be the first Headmaster of Queens' Preparatory School for girls, York, from September. In succession to

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3. Mrs F. Goaling, Stamford High School, Lincs. (£1,000 towards STS tour).

The panel of judges consisted of Mr G. Hutchinson, B.A., Director of Education, London Borough of Enfield; Mr P. Carpenter, B.A., Deputy Director, Central Bureau for Educational Visits and Exchanges; Mr R. D. Martin, M.A., Managing Director, School Travel Service.

NB: There is still £4,350 in prizes to be won by pupils and their schools taking part in STS tours this year.

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## NEWS

# More expected to leave school with A levels

The number of school-leavers in England without any graded exam result should fall by more than 40 per cent by 1990-91, if projections published last week by the Department of Education are borne out.

Overall, the number of school-leavers is projected to fall by 22 per cent, from 745,000 in 1981 to 580,000 in 1991, and then to stay at about that level until 1995. But the proportion of unqualified leavers is expected to decline much more sharply than that, while the share of the most highly qualified - with one or more A levels - should grow steadily.

This is because England's expanding middle class produced an increasing proportion of the babies born during the period 1964-77 and chil-

dren from social classes 1 and 2 (professional and white collar workers) are the most likely to say on. Since this group will decline more slowly than the age group as a whole, it is expected to produce an increase from 16.1 to 19.5 per cent in the proportion of leavers with A levels.

The DES acknowledges, however, that its predictions may not come true. They take no account of the Youth Training Scheme, which is widely expected to tempt some 16-year-olds to leave school, nor of new exams such as the 17-plus, nor of changing economic circumstances.

The projections cannot be described as a best estimate of future trends but only as a possible path consistent with a number of limiting

assumptions", its statistical bulletin says.

The shift in the social class balance is also shown in the age at which pupils are expected to leave. The number leaving in their fifth year is expected to drop by 30 per cent - from 526,000 to 366,000 - by 1991, while the number of older school-leavers should decline by only 2 per cent - from 219,000 to 214,000 - over the same period.

The point at which output from schools is lowest (the "trough year") is expected to be 1992-93 for those with less than A levels, reflecting the difference in the average age of A level leavers and others.

Changes in the number of leavers entering the labour market follow a

similar pattern. In 1991, 25 per cent fewer than in 1981 are expected to be looking for their first job, compared with a drop of 22 per cent for all leavers.

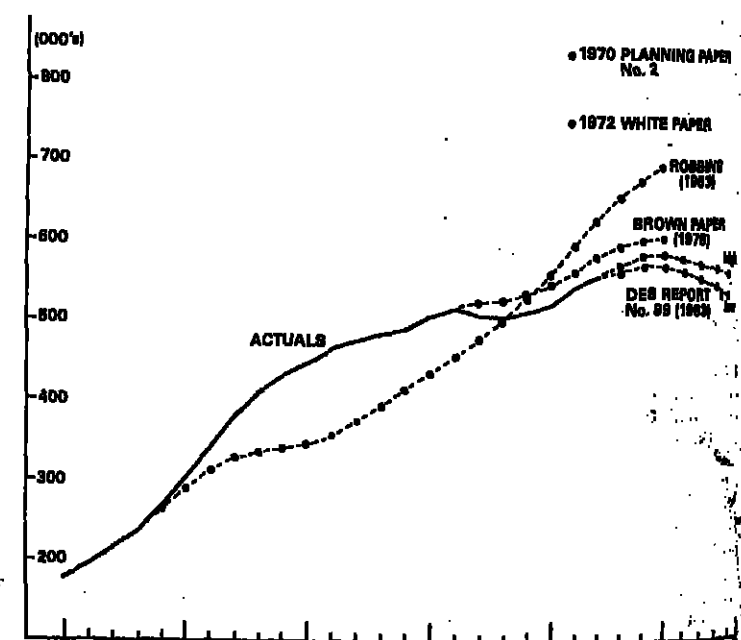
Again, this is because of the higher proportion of leavers with A levels, who are less likely to seek employment directly. Although 15 per cent of all school-leavers now have at least one A level, the proportion among those leaving to seek a job is only 6 per cent.

But the bulletin says these predictions may be proved wrong by changes in unemployment levels. And employers could react to the substantial fall in the supply of potential recruits by offering young people inducements to leave full-time education.

The DES notes that there was little or no general advance in boys' staying on and only a small upward movement in that for girls during 1970s. The years 1980-82, however, saw a sudden increase of about eight when the staying-on rate for 16-year-olds at school jumped from 16 to more than 31 per cent. It expects similar rise of about an eighth by a mid-1990s.

DES Statistical Bulletin 683 is available from the Department of Education, Elizabeth House, York Road, London SE1 7PH (tel 01-958-230, extn 2776).

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Projections from top to bottom: Education Planning Paper No. 2 (Student Numbers in Higher Education in England and Wales) 1970, Mrs Thatcher's 1972 White Paper (A Framework for Expansion) (Cmd 5174), the Robbins Report (1963), the 1978 discussion document (Higher Education into the 1990s), and this week's report.

level of 13.5 to either 14.9 or 15.9 by the mid-1990s.

Some of the report's assumptions may err on the pessimistic side. The Department assumes, for instance, that the number of overseas students will stay at its present level of 46,000, despite the recently announced Government plans to increase support.

And it does not expect an increase in the proportion of mature students (now 21 per cent of new entrants). "Current evidence suggests," it says, "that unemployment has caused mature entry rates to fall, perhaps because potential entrants would prefer to retain their existing employment

rather than risk unemployment following a spell of full-time higher education". The last projections were produced in 1979 and did not look beyond the mid-1980s, when it was assumed there would be 580,000 full-time students with 315,000 in the universities and 265,000 in the public sector.

Future demand for higher education: Great Britain DES Report No. 96, available free from the Publications by Speech Centre, DES, Government Buildings, Honepot Lane, Stevenage, Herts SG1 1AZ.

## Rise in female student total evens out

The proportion of women university students appears to have levelled off at well below half of the total, according to the latest statistics published by the University Grants Committee.

They show that although the proportion of female undergraduates at British universities continued to rise throughout the 1970s, from 32 per cent in 1971-72 to nearly 41 per cent in 1981-82, the increase had slowed by 1980. Between 1979-80 and 1981-82, the number of women as a proportion of new entrants rose by less than 1 per cent.

The same is true at postgraduate level. The proportion of women rose from 26 to nearly 36 per cent of the total over the decade, but their share of new entrants stayed virtually static between 1979 and 1981.

The proportion of women students is unlikely to have risen since, because the recent cuts have borne hardest on arts subjects, where women are concentrated.

Overall, the number of full-time undergraduates at universities in Britain rose by 1 per cent, from 251,200 to 253,400 in 1981-82, of whom 18,400 (7.3 per cent) were from overseas.

The number of overseas postgraduates was, at 16,200, the lowest since the mid-1970s but still more than a third of the total.

University Statistics 1981-82 - Volume 1 - Students and Staff, price £7.50, available from Universities' Statistical Record, Central Record Office, PO Box 40, Cheltenham GL50 1JY.

## Fare treatment for teenagers

Young people aged 16 to 19 attending school or college are to be given the 5p concessionary child's travel fare in North Tyneside.

The move is designed to help alleviate any financial hardship suffered by families, whose children remain in education after the age of 16.

## Announcements

St John Adams Lecture by Dr William Taylor on Teacher Education: Achievements, Shortcomings and Prospects Tuesday, 10 May at 17.30, Jeffrey Hall, Institute of Education, 20 Bedford Way, London WC1. Admission free without ticket.

## No slump in demand for HE despite falling rolls

by Biddy Passmore

There may be more full-time students at universities, polytechnics and colleges at the end of the decade than there are today, despite a drop of 10 per cent in the number of 18-year-olds.

In a new report on demand for higher education in Britain up to the year 2,000, the Department of Education says: "Demand... from qualified applicants is likely to be more buoyant than might be assumed from a simple view of the decline in the size of the 18 to 20-year-old age group".

Indeed, it now expects the drop in student numbers by the mid-1990s, the demographic "trough", to be only about half that for the number of 18-year-olds. The difference is partly because of the changing social class composition in schools and colleges, where the rising proportion of middle-class pupils is expected to produce a growing share of qualified applicants, and partly because of continuing high unemployment.

But the report still concludes that, if the number of higher education places currently available were to be maintained, "supply... would, sooner or

later, exceed demand". The Department's new projections are that the number of full-time and sandwich students will rise from its present, highest-ever level of 554,000 to between 573,800 and 585,800 in 1985-86.

The high projection assumes that the "qualified participation rate" (QPR) - the proportion of leavers with two A levels going into higher education - will rise slightly from its current level of 88 per cent to 89 per cent.

This would mean the number of students would fall from 585,800 in 1985-86 to 562,000 by 1990 and then to 478,500 by the year 2,000.

The low projection assumes that the QPR will fall slightly to 87 per cent by the middle of this decade and then drop to 83 per cent (the lowest figure recorded since 1966) by the turn of the century. This would produce only 533,500 students in 1990 and just under 450,000 by the 2,000.

But both projections imply a significant increase in the age participation rate, which is simply the proportion of 18-year-olds going on to higher education. This would rise from its present

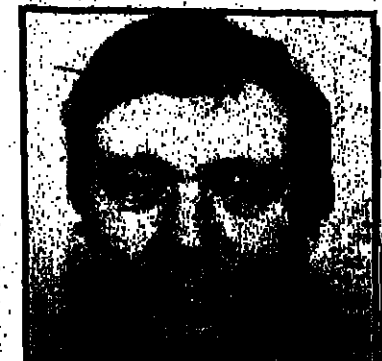
## Durham parents call for end to dispute

by Richard Garner

Labour leaders of Durham County Council, faced rival lobbies of parents and teachers this week - as the long-running dispute between the authority and members of the National Association of Schoolmasters/Union of Women Teachers showed no sign of reaching a settlement.

A new parents' pressure group was protesting at the "irreparable damage" being suffered by more than 20,000 children as a result of the union's strike action while the union ordered a half-day strike on Wednesday afternoon to lobby councillors. The dispute was started by a decision to dock the pay of teachers who refused to cover for absent colleagues just before Christmas.

Last week, the National Association of Head Teachers urged the NAS/UTW to resume normal working while the dispute was sorted out. Mr Don Blankinship, its past president and regional council member for Durham, said his members were worried at the effect the dispute - which



has lasted for more than a year - was having on children's education, not least those who were approaching public examinations. "ACAS, the government's conciliation and arbitration service, was still in touch with both sides to the dispute this week, but separate meetings with them last week failed to produce any initiative to break the deadlock.

## RC colleges apprehensive

Roman Catholic educational institutions had an uncertain future, delegates to the annual Catholic Teachers' Federation conference were warned. Mr Bernard Des Forges, the incoming president, said: "As I speak, the future of one of our remaining seven colleges of higher education lies in doubt." He was referring to De La Salle College, Salford, which is on the list of those where teacher training must be phased out from this year.

The end of Catholic training places posed a threat ultimately to the continued existence of many Catholic schools, Mr Des Forges, head of St Ralph Sherwin High School, told the federation. And the prospect of curtailment in the supply of Catholic teachers qualified in religious education was a blow not only to the schools but to the continued existence of all Church schools.

"Threats to voluntary schools, general and Catholic schools, are particularly to be observed in the form of the political situation. We have seen during the last 12 months that no Catholic institution is totally convinced of the security of its position."

Shouldn't you be using a VIDEO prospectus to attract new pupils or students? Contact Peter Atwood, Gabbitts-Thring, 6-8 Sackville Street, Piccadilly, London W1X 2BP. Tel: 01-734 0161.

Gabbitts-Thring

## City chiefs worried about YTS

by Sarah Bayliss

Education authorities in towns and cities fear they will become scapegoats for any initial failure in the Government's Youth Training Scheme.

In a letter sent to Mr Geoffrey Holland, MSC director, last week the Association of Metropolitan Authorities expresses grave doubts about finding enough Mode A places in areas worst hit by unemployment. The letter also complains about inadequate funding of both Mode A and Mode B schemes and about the dilution of the quality of YTS places.

The warning about quality is spelled out bluntly. "There is a wide belief that your area managers are seeking to fill both Mode A and Mode B places with little or no regard for the quality of the education and training that the young people will require. One example is that of British Rail in Doncaster who set up a pilot YTS scheme with no discernible education and training element."

"This association would strongly suggest to you that numbers alone will not be a signal of the success of YTS. The young people who join the scheme must themselves gain value from it and must be seen to have gained value."

"The fact that YTS offers the best financial reward for young people should be largely incidental to their joining the scheme. Without 'quality control' that may be in doubt and the 'Certificate of Achievement' valueless."

The letter also complains that authorities do not know where they stand or what they will be asked to provide. "There is considerable concern among authorities at the varying and contradictory instructions that appear to emanate from HQ and the area managers. Some L.A.s have been put under pressure by area managers to set up contracts at less than agreed rates."

The entire YTS scheme could be jeopardized if students find the educational element has little value, and if colleges and L.A.s find they are being used solely to fill the trainee's time. "The refusal to allow vocational courses and apparently the new 17-plus exam to be included as part of the off-the-job element of YTS, will diminish the value of the scheme and possibly force young people to choose between income or education."

Throughout the English-speaking world the acronym ORT stands for the Organization for Rehabilitation through Training. That may suggest a charity for the disabled or delinquent, which is not what ORT is about.

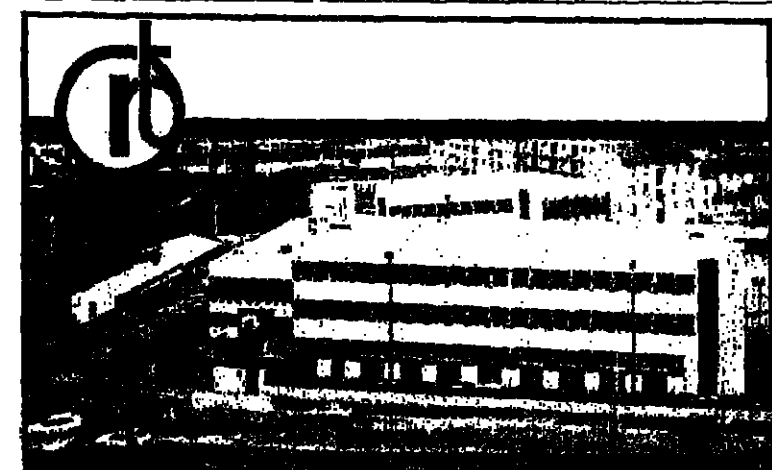
The acronym stood originally for the Russian Society for the Promotion of Artisanry and Agriculture among the Jews of Russia, and the organization was stuck with it when in this century it began running schools outside Russia for Jewish refugees. At the time rehabilitation sounded a reasonable description of what it was doing, but now ORT has become a worldwide agency providing vocational education and training for people of all ages, condition, and races.

The no-nonsense French have fitted their own title to the acronym. They call it the Organization for Reconstruction through Work, (*travail*) which may tell us something about their approach to vocational education.

There are now eight ORT schools in France, the first of them set up by Jewish refugees and, during a recent visit to Lyons, members of the Commons Select Committee on Education asked to see one. They wanted to find out what it was about these schools that had so fired the imagination of Mr David Young, chairman of the Manpower Services Commission. Mr Young, until recently chairman of British ORT, is said to have found the idea for his 14 to 18 initiative in the schools' work.

The MPs' French hosts were somewhat mystified by the request: ORT schools are little known in France. They are private, and although recognized by the state, have not signed a contract with it as so many French private schools do. And the organization is small: the schools only cater for about 9,000 students.

The ORT school in Lyons is in fact two schools in one: a vocational school for unskilled 14 to 18-year-olds and an adult training centre for these with a good general level of education who want to learn a specific skill. The two



## What MPs thought they ORT to know...

Is the New Technical and Vocational Education Initiative simply a longer way of saying ORT? Many in education believe that the initiative is intended to bring into Britain's state schools the teach-them-a-trade approach which ORT operates in many parts of the world. The Education Select Committee have just insisted on looking at an ORT school in France. Biddy Passmore went along.

parts are linked by a central building housing the canteen and offices.

The school for young people specializes in problem cases, mainly disadvantaged and immigrant children who have not been able to fit into the conventional school system. (Although ORT was founded by Jews for Jews, it now takes students from a wide variety of backgrounds.) Young people's education is free and they get means-tested grants from the Government.

Adults are referred to the school through the national employment service (Agence Nationale Pour l'Em-

ploi) and they receive a monthly salary of about £350 from the state while they are there.

Thus, although ORT schools have not signed a contract with the state - so they have the freedom to appoint their own staff and set their own curriculum - they are heavily supported by government funds. About 70 per cent of their income comes from the state and the rest from private donations.

The school for 14 to 18-year-olds prepares young people for the two most common vocational qualifications: the CAP (*certificat d'aptitude*

professionnel), a three-year course with a high practical content roughly equivalent to City and Guilds craft level, and the BEP, (*brevet d'education professionnelle*), a more theoretical two-year course closer to technician level.

But sport and art are important features of the curriculum too. At 14, a pupil will spend a third of his time on general education, a third on technical training and a third on sport and art, with technical training gradually absorbing more of the time as he gets older. Students' artistic efforts - some of startling originality - decorate the walls.

There are only 350 students at the school. Its small size and small classes (rarely more than 20) give it an advantage over the big state schools. The staff say, especially with less able students. Teachers say they don't have to think in terms of the school year but of each individual's capacity. ORT schools have always had a tutorial system and now note, with some satisfaction, that the state system is starting to introduce one too.

A small and flexible organization also has a head start over the gigantic monolith of the state education system when it comes to adapting courses to meet employers' - and therefore students' - needs.

"If tomorrow, at Marseilles, we were told they needed tight-rope dancers, we could do it in three months," Monsieur Jules Bloch, the French head of ORT, says proudly. At a more realistic level, they were told last year that the country was short of 60,000 data processors, but there was a slump in the clothing industry. ORT shut down some of its clothing workshops and turned them over to data processing.

Obviously, ORT can only cope with a handful of the French school system's "problem cases". But it does seem to succeed with those it gets.

"We are not here to create unemployed," Monsieur Ensaenle, the head, says. "I don't know of anybody who leaves here and doesn't get a job."

## Open Tech campaign

The Open Tech, the Government-backed programme to help workers get technical training, this week began a campaign to correct the widespread belief that it is a junior version of the Open University.

Edited by Mark Jackson

The campaign is aimed at colleges, employers, unions, and professional bodies and a free newsletter explaining the facts has been

sent out to 25,000 of them.

In the OT's director, Dr George Tolley, former head of Sheffield Polytechnic, says it is encouraging the development of a programme to give better provision for adults who need training and is offering "a programme of innovation and change".

What, in fact, the OT is doing is to fund projects to adapt college and other training facilities, together with distance learning, to the needs people who want to study while working.

## Warning on danger of split sixth

by Nick Wood

levels. It suggests it can widen their understanding of the world they live in and act as a unifying influence in the school.

In the process, it takes a side-swipe at general studies courses, often the only meeting place for sixth-form groups. It says the subject is "sometimes a collection of unrelated topics, generated almost randomly through staff interests, outside speakers, and perhaps television, radio and film".

The report, a follow-up to *The Practical Curriculum*, gives examples of how schools are going about planning one-year courses for the 16 to 17 age bracket. Pointing out that youngsters need careful guidance about their choice of course, especially since so many new options have become available, it gives a warning against too heavy reliance on the traditional standby of a second shot at O levels and CSE.

"While the value of good O level and CSE grades cannot be denied, it must also be recognized that evidence of success in relating or attempting to improve grades in CSE or O levels is not encouraging. Unless students are aiming at a

specific qualification requiring O level or CSE, it may be that a pre-vocational or vocational course would be more appropriate, particularly if it too, leads to national certification.

Teachers should also guard against giving youngsters the impression that an extra year at school can be the "passport to jobs or further study", the report says.

"However, it should be possible to ensure that students' personal, social and academic capital accumulates in ways they regard as significant.

"The excitement of starting a new course can rapidly evaporate if it is felt - or appears - to be irrelevant, repetitious or wrongly pitched.

"It is therefore important to take full note of students' achievements, interests, intentions, records and reports. The importance of regular counselling and guidance cannot be over-emphasized."

Planning: one-year 16-17 course. Schools' Council pamphlet, No 42. Available free from the Schools' Council, 160 Great Portland Street, London W1N 6LL. Send stamped (38p) self-addressed A4 envelope.

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## TALKBACK

## Hanging around

DAVID ORME

When I was at school we played "Hangman" on wet games afternoons, a dreary "keeping them occupied" exercise unvoluntarily performed by the various teachers of games still wistfully clad in track suits. Depending on the disciplinary skills of the particular teacher, we would amuse ourselves by seeing how near obscenity we could get in our choice of words - there was some pleasure to be gained in watching the teacher's face as the awful word was slowly revealed.

I left school thinking of "Hangman" as the schoolmaster's last stand, a final despairing attempt to

appease a bored and mutinous form. When I started teaching I realised that, were I at any time reduced to playing "Hangman" I would take desperate action, such as joining the Foreign Legion or applying for an advisory post.

I went to see a display of educational software the other day, and a representative, probably ex-Foreign Legion, was holding forth on the educational merits of his spanking new English programs. The present market leader - Hangman! "Teaches spelling in a new and exciting way..." What way? No recognized method of teaching spelling bears much relation to Hangman. Anyway, who needs to spend £400 on a microcomputer to play it? A blackboard did the job perfectly well during those long wet afternoons - the words were more interesting, too.

The real tragedy is in the lack of imagination in currently available so-called "Educational" software. The

microprocessor is the most excitingly creative tool a school could have; the potential for children to interact with them in a positive, creative way seems almost limitless. Unfortunately, they seem to be being used as classroom Gradgrinds, demanding facts, and offering silly and patronizing congratulations for correct answers.

The time will come, of course, when more imaginative software is available, programs that will allow the user to work with the micro to use and synthesize sounds, shapes, words, colours and mathematical ideas in new ways. I just hope that pupils and teachers are not totally turned off by the lamentable trivia at present being peddled by producers of what can only be described as educational soggyware.

David Orme is director of the Schools' Poetry Association and head of English at Twyford School, Winchester.



## All ye faithful

GURDIP SINGH

The Education Act of 1944 provides that in every county school, the school day should begin with a collective worship. It also provides that every county should have an agreed syllabus for religious education which at that time meant mainly Christian Education. But in the last 30 years this country has been inhabited by Christians; in the last three decades it has become multi-racial.

Many people from other parts of the world now live here with their own religion, their own culture and their own values. It is quite possible that there may be a few hundred thousand children who are British by birth but who have been brought up in two worlds; one world a home where they speak their own language, listen to their own music and eat food cooked in their own special way, and the other at school where they speak English and learn all the other subjects through it. And in school a mainly Christian atmosphere prevails.

A mono-cultural approach gives the children a sense of pride when not held in correct perspective can become prejudice. Hence in inner city schools are quite common of this fact. They are trying hard to bring about a tolerant and understanding society, but the teachers of the primary schools in the suburbs are carrying on in more or less the same way as they did a couple of decades ago. They need to widen their horizons. They need to visit any place of worship other than their own. Perhaps some of them even don't know the names of the founders and religious books of other religions like Islam, Sikhism, Hinduism and Judaism.

Their lack of information about this is not a healthy sign. They do not or perhaps cannot correct children's misunderstandings.

We need to understand that God is one. He is everybody's. The Sikhs have 10 masters whose teachings are in the Holy Granth, the religious book of the Sikhs - the Hindus worship statues but if one reads the words of the scriptures (Rigveda) one might learn that one of the Hindu scriptures (Rigveda) says: "Truth is one but sages speak of different ways." Prophet Muhammad (message bearer) of God who is self-existent and timeless. The Muslims also believe in other prophets like Jesus, Moses and Abraham.

Some agencies are trying to fill the gap. They have got the resources. Sometimes they use children's experiences and make booklets which are second hand pictures - which is quite natural. It is almost impossible to produce something worthwhile when children's rudimentary knowledge is used by somebody who does not believe in that religion. This brings about a ferocity complex in the minds of minority children. They start to think that their religions are inferior. Christianity. Those people who embark on this kind of exercise perhaps think that something is better than nothing, but in fact a little knowledge is dangerous and worse than nothing.

It is important that the teachers and RE teachers in suburban primary schools stand basic of some non-Christian religions.

When preparing books on religion, efforts should be made to contact those who believe in the religion, who are mature and have good command of English. Translating the tenets of any religion into another language is a difficult task. A non-believer in that religion is not able to understand the connotation of the terms used in that religion.

Gurdip Singh has special responsibility for RE and moral education in Coventry Junior School.

## Sent from Coventry

ANDREW GOODWYN

How ironic that the columns of *The TES* should so often be filled now with news of the developing liaison between the worlds of school and work, just as work is becoming a remote possibility to most school pupils. At least the knowledge gained by the staff who participate in these schemes should be of permanent value, even when such knowledge is startling and disturbing.

I have recently been involved in a liaison scheme in Coventry. I visited three different types of employer for one half day each; an engineering works, a large retail store and the offices of a transport authority. The purpose of the visit was simply to find out more about what went on in these different work environments and to ascertain employers'

expectations of school leavers. Discussions with the personnel staff revealed that they clearly expected too much. Academic qualifications were "naturally essential", though not the main criterion. What the candidates had to show was a confident personality.

At present very few, we were told, showed this. Most school leavers seemed unsure of themselves, were rather overawed by the demands of the work situation and yet seemed a little resentful at being treated as if at the very bottom of the heap.

Often they lacked initiative and drive and were actually afraid of responsibility. Collectively they seemed afflicted by a general mood of depression and doubt. At interviews, in particular, candidates were frequently overwhelmed, uncertain and inarticulate.

The teachers present pointed out that this was not really through lack of preparation. Within the limits of time and the school curriculum pupils were given a considerable degree of practice and advice. So, came the response, why were they so diffident? Even those recent leav-

ers who came on placements from work experience schemes often seemed indifferent to the opportunities given them.

But, were they real opportunities? Usually no, but at least they gave experience and there was the odd job for the highly motivated, articulate and confident trainee - why did they fail to go for the carrot?

These discussions reached something of an impasse. The expectations of potential employers seemed simply to be too high; partly the inevitable result of an employers' market (at least in terms of choice) and of the myth of the "super-teenager" who had grown up by the age of 12. The teachers stressed how utterly depressing a prospect faced teenagers and how little self-esteem such a situation created. But the reply came straight back that therefore they should try harder and be more assertive.

Ultimately, my deepest impression was of the conflicting demands of education and employment. The whole notion of selling one's self at an interview, of wearing a veneer of bright, brash confidence seemed false.

If the real expression of personality is to be fostered and the confidence that can spring from this is to be nurtured then both school and industry must adjust their expectations. With less pressure from external sources (such as industry) to turn out academically-qualified leavers then schools might have time to produce well-rounded individuals whose personalities could be given a place of importance by a profiling system geared to do so; whose expressive gifts might be developed through drama and active learning; whose understanding of the demands of work could be deepened through experience and liaison and especially through staff who actively work with industry.

With such a curriculum school leavers could approach employment or training with more genuine confidence and with more understanding and sympathy from employers they could express themselves with sincerity, putting the personal back into personality.

Andrew Goodwyn teaches English at Ernestford Grange School and Community College, Coventry.

## Mother tongue

JUGDISH GARCHA

A comment often heard about mother tongue in the nursery class is: "They would get on with learning English if you weren't here to encourage them to speak Punjabi." However a situation which illustrated the value of mother tongue in that class arose just before Christmas.

A very bright, lively, and aware four-year-old Punjabi boy said to his monolingual teacher: "My mummy dinner nursery." The reply was: "Oh no, you aren't stopping here for

dinner. You go home for dinner. Perhaps your mum has arranged it and I haven't been told."

I was puzzled. It was unlike this boy to make meaningless statements. In Punjabi I asked him what he meant. It was quite clear what he'd meant. In Punjabi he replied: "My mummy said I will be coming back to nursery after dinner because Christmas Father is coming." The only mistake I could detect in his Punjabi was that he had said Christmas Father instead of Father Christmas. A reasonable enough mistake to make when every other item associated with Christmas puts the word Christmas before the noun - Christmas card, Christmas tree.

Instantly the frustration of the child with the monolingual teacher. He has something interesting to say - he tries to say it with his few



words of English; and it comes out all wrong. In response he gets a meaningless tirade that misses his point altogether. That child is likely to stop attempting to communicate.

Another example: a three-year-old Punjabi boy looking at the television aerial lead threaded through a hole in the window frame. He says in Punjabi: "Isn't it amazing that a huge aerial can fit through such a small hole?" This observation comes from a child who may well be considered a problem because "he has no language" when he begins school and may not know his colours.

A child in a Punjabi home learns not only a different language, but a different sort of language to that expected by the education establishment. Parents expect their child to speak in an adult way as soon as possible. They will rarely use "baby talk" and will speak to him as though he were a miniature adult rather than a child. Thus, the child is rarely talked down to.

A popular statement is: "Indian children don't have toys in the home." This results in a belief that the child is not talked to and is not given a learning situation. I believe that the child who has one toy car and a grandma who spends all day sharing the adventures of the child and the car is very prepared for learning. Grandmas are in

plentiful supply for Punjabi children. From this sort of interaction, I have found that the imagination of the Punjabi child is highly developed - unfortunately a great deal of English is necessary before this advantage can be shared with the monolingual teacher. Once again, there is a possibility of the child giving up trying to communicate if there is no Punjabi speaker available to share his experiences.

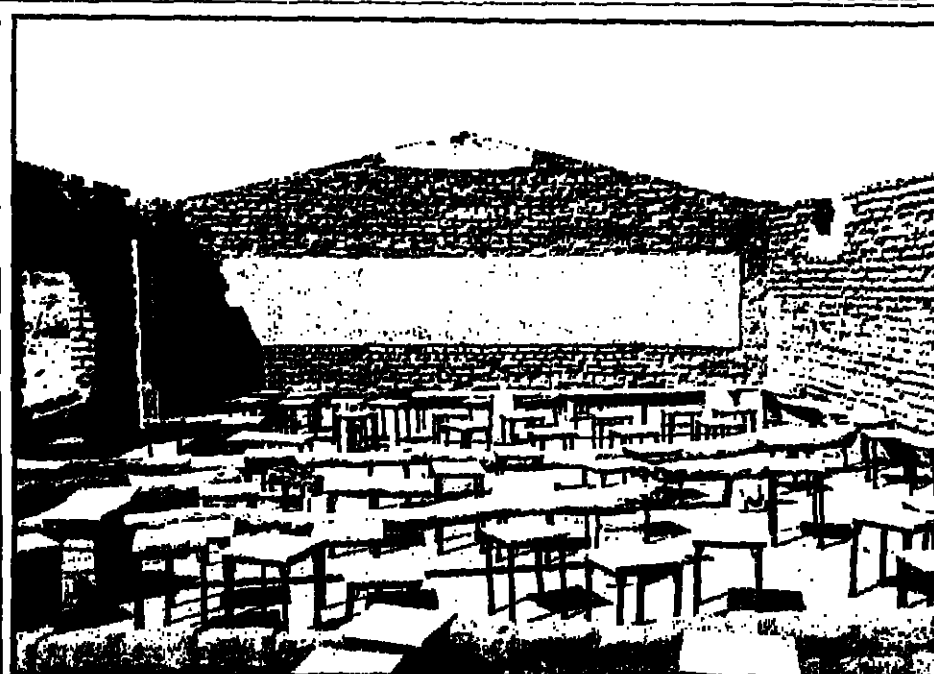
The Punjabi youngster learns different sorts of language rules. The colour of the door may not be emphasized by the mother, but the gender of the door is vital. The tense may not be absolutely correct but the use of the polite "you" when speaking to adults is vital. The number of spoons may not be emphasized but where they go in the kitchen is vital. He will know the Punjabi words for maternal grandmother, paternal uncle (older than his father), maternal uncle etc. But he won't know about a definite and indefinite article - they don't exist in Punjabi.

He will have trouble with pronouns - there is just one word for he/she/it in Punjabi. "Yesterday" and "tomorrow" may also be a problem. In Punjabi it is the same word for both, the context explains which is meant. He will know a lot of nouns in English because Punjabi-speaking adults now tend to use some English nouns instead of the Punjabi equivalents. However the child will say them with a different accent - it may be a while before he realizes that you and he are using the same word for "chair".

Awareness of differences of this nature is important so that we fully understand the conceptual abilities of the child in his first language. We need to operate a different sort of assessment so that the beginner is not being assessed in his weakest language.

Jugdish Garcha is a peripatetic teacher with the Coventry minority group support service.

## FEATURES



## Independence schools

Zimbabwe's war of independence was as much about education as land Jane Maxwell reports. Since it ended three years ago education minister Dr Dzingai Mutumbuka (right) has increased the number of secondary schools by 400 per cent to mobilise the country's human resources.



the provincial council and the Swedish-based Development Aid from People to People (DAPP). Eight Swedes, and all the pupils and staff, helped build the new blocks.

There is no lack of motivation among the students at Ngezi. Some walk from anything up to four miles to and from school each day, and boarders can be found studying by candlelight late into the night (there is no electricity).

This passion for learning is often based on misplaced hopes. Qualifications are seen as a way out of the rural areas to a job in town, with all its attendant advantages and attractions, or to further training with the prospect of becoming a teacher, nurse or agricultural adviser. (Jobs with the civil service are highly prized.) Yet the chances of these students achieving their ambitions of a cushy job and comfortable lifestyle are small.

People with technical skills are needed to build the country, so a strong emphasis is

placed on learning practical subjects alongside academic ones. This has been termed "education with production". Most schools are involved in projects to contribute towards their budgets and so out down on fees. Ngezi, like many others, is self-sufficient in food, grown by the pupils as part of their agricultural training, while the building class constructed the chicken and rabbit pens.

The school still teaches the Cambridge syllabus, although the headmaster, Mr E. G. Zinyanha, says it is "out of touch with our needs". Agriculture, for example, compulsory now in all schools, does not meet the requirements of the Ngezi students who lack the technology to exploit their book knowledge.

Dr Mutumbuka feels that Zimbabwe cannot continue using the British system. Zimbabwe is a Third World country, he says, and "young people at school should not overrate what the society can provide". They should adjust their sights accordingly, something which is difficult

for ambitious African students who for so long have had an elitist education system paraded before them.

Science is considered central to the curriculum. Elementary "Zim-sci" science kits have been developed and are being distributed to schools to make up for the shortage of science teachers and laboratories.

Other subjects on the Ngezi curriculum include mathematics, commerce, English, Shona, geography and needlework. History and geography are seen by the Government as important and will eventually be studied where relevant to Zimbabwe first (history in most schools is still European and colonial), then Africa generally, the Third World, and finally in the international context.

There are 14 teachers at Ngezi, 10 of whom are qualified - that is, have completed a three-year training after O levels. The school desperately needs more teachers to cope with its expanding numbers, but the headmaster fears the Government, which pays teaching staff, will not have enough money or trained teachers to meet the need. Untrained teachers have been appointed in many schools merely to have somebody to take a class. There is now an in-service training course, known as Zimtec (Zimbabwe Integrated Teacher Education Course), for the large numbers of underqualified teachers who have been teaching, sometimes for years. Last year there were 3,000 primary teachers on the course. There are also a hundred BEd places at the university for qualified teachers, but here too competition is high and preference is being given to heads, maths and science teachers and A level holders. For the rest, the Government is recruiting as many teachers as it can from abroad.

Reflecting on his country's achievements in education, Dr Mutumbuka says: "We have, as you know, pushed up the number of our enrolments at independence from 830,000 pupils in primary and secondary schools to 2.2 million now. Some people say this is a world record; we are not competing against the world. We are only developing the human resources of our country so that they can in turn develop our natural resources."

Ngezi, as with most rural schools, has many other problems to cope with in achieving that development. Many of the children are severely disadvantaged. Philip (not his real name), one of the brightest boys in the first form, comes from a local family of subsistence farmers. His father has a drinking problem which adds to the difficulties of finding enough money for Philip's schooling, so he makes up the deficit by looking after the school crops and animals for a dollar a day (about 65p) during the holidays. Other day-children at the school, after they have walked home, have to go out collecting wood and water to help the family eke out a living, working until dark, and getting up early the next morning to be back at school by 7 am.

Pupils suffer occasionally from dysentery, malaria, and bilharzia; teachers easily become worn out by their almost impossible tasks and spend much of their time at the local pub, which is one of the rare places of entertainment in the area, and open at all times; girls are frequently expelled for falling pregnant; the water pump is too small to support the number of pupils at the school and has nearly dried up with the drought; the river, which flows nearby still has some water, which is drinkable but first someone has to shoot the crocodile.



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## FEATURES

## THE MANAGEMENT GAME



Sir Keith Joseph should think again about divorcing management training courses for head teachers from those run for industry Anthony Wood argues

Sir Keith Joseph's announcement of the opening of a Centre for Education at Bristol as part of a scheme for providing nationally co-ordinated courses of management training for head teachers will be welcomed by those of us who have argued for such courses for a long time. Clearly it is a major step in the right direction. Secondary schools of over a thousand pupils are now common across the country. Such schools have large staffs of expensively trained, highly qualified professionals; they have capital investments of several million pounds; they employ people from many different unions; they provide an essential and valued service to the community. Consequently to have them led, as they currently are, by dedicated men and women, trained as teachers but not trained as managers, is wasteful and may well frustrate the attainment of the nation's educational ends.

Nevertheless in coming to this decision and in taking this action, the Secretary of State appears to have come down on one side of the important argument between those who have argued for courses in educational management run by people from education, and those who argued for some definite link with general management courses run for those from industry, commerce and other services. That he has come down on the side of the educationalists is to be regretted since it runs the risk of perpetuating the myth that somehow education is a "special" service unlike the health service, or the various social services and vastly different from the service given by commerce and industry.

The supposed gulf often appears to be associated with the word "profit". To many teachers the fact that commerce and industry are motivated by financial gain makes them unacceptable as yardsticks of comparison and makes any reference to the common factors of management, unacceptable. This is not only a regrettable error but a dangerous assumption; dangerous to education and damaging to the nation.

Without doubt the managements of large organizations have common characteristics and techniques. The language and a large part of the understanding is similar, whether one is running a school or a factory. This is not to disguise the differences. What is vital is to recognize the similarities and to share the common experiences of management by sharing training courses with managers from other areas of national life. The areas in common are those of structural organization, internal relationships and external influences; of the need to clarify aims and objectives; of the need to plan ahead with defined goals; of labour relations; or technical innovation; or the use of limited resources; of living in a rapidly changing world and maintaining standards. All these areas are as familiar to head teachers as to industrial managers, bank managers or area health officers.

The assumption that teaching is about "people" and industry is about "things" is to

misunderstand what an industrial manager's job is. An industrial manager has to handle people in his organization, he has to know and understand his customers, he has to know the reliability of his suppliers and understand their difficulties, he has to assess changing market trends and keep up to date with new techniques. All these are part of a head's job too, although the terminology is different.

Of course the areas of difference are also very great. Perhaps the most important one is that efficiency in education is not quantifiable. While commercial and industrial managers can assess and be assessed over a given period and their success measured by their profit, schools, like hospitals or the welfare services can be assessed but cannot be measured on any single scale. The difference is not as great as it appears because no industrial analyst would accept profit alone as a yardstick but would also look at investment, market trends, diversity, continuing sources of supply and long term prospects before passing judgment on a company or its management. Motivation

of the managers and middle managers is different; in industry personal ambition and a ruthless cutting-edge of competition are characteristic whilst in education job-satisfaction and cooperation are the norm. Four hundred applications for a deputy headship however, suggest ambition while there are areas and indeed organizations of cooperation between companies competing in the same industry. In the Motor Trades Association managers from rival firms work together to tackle common problems, just as teachers from different schools meet to thrash out new syllabuses for, say Geography 14-18. Education has not got a monopoly of the virtues of cooperation and care for people. There are bad companies and bad management in industry and commerce where short term profit replaces long term profitability, but there are poor schools, poorly led, where myopia and stagnation exist. Too often teachers and those in education condemn industry and commerce having only a superficial understanding of them or their management.

This brings us to the strongest argument in sharing management training. There has been undeniably a breakdown in communication and understanding between education and the business world.

Many teachers consciously turned their backs on the world of profit and competition in order to serve society's "deeper needs". Many industrial managers are critical of the products of our schools and grumble at the money spent. Both sides complain loudly at the ignorance of the other about their work and their problems. The isolation of education is damaging to the country, and the exclusion of the business world from our schools and universities is in sharp contrast with many of our competitor nations. In some cases the exclusion is really dangerous because school can actually inculcate values which are antipathetic to wealth creation. Because the notion of wealth can have a dark side of a exploitation of people, resources and the environment, teachers often labour these with out putting an equal or greater emphasis on the benefits in terms of living standards, employment and the financing of education, health and welfare.

The exclusiveness of education is nowhere better illustrated than in its training of teachers. How many colleges of education include a compulsory element of their course on industry, commerce or government service? Yet most of the pupils taught in schools will go into these areas of employment. How many in-service courses for teachers encourage direct contact with the business world?

Recently more and more schools have gone in for work-sampling at fifth and sixth level but how far is this a separate element unrelated to the other subjects studied in school? Except for social contact through clubs such as Lions or Rotary how can headteachers have any close contact with the business world? Surely one of the ways to break down the barriers or to bridge the gap would be to train head teachers and potential heads in management, together with teachers from the business world.

The present proposal for the training centre at Bristol runs the risk of perpetuating the sense of the esoteric in educational management. It will succeed on the grander scale only if, in feeding out material to the regional centres, those centres can involve themselves with business management training as well as a marvellous opportunity now exists for a breakthrough in the field of understanding and mutual support between business and education in this country. It could go some way to heal the self-inflicted wounds of ignorance and prejudice which have bedevilled national economic development for over a hundred years. I urge the Secretary of State to seize the opportunity.

Anthony Wood is head of Liskeard School, Cornwall.

## Closing ranks

Parents' complaints about schools never get an impartial hearing  
Colin Terrell complains

When a parent makes a complaint against a school or is dissatisfied with some aspect of the education a child is receiving there is, despite the recommendations of the 1980 Education Act, no easily accessible independent person or body that will investigate their complaint.

A chance encounter on holiday illustrates my point. A fellow hotel guest with whom I was sharing a dinner table, happened to be a parent of a child at a local authority educational psychologist and teacher. She launched into a story about her son aged 8 years, who had in my opinion, been failing to make adequate progress in school. In her view an aspect of the problem, and particularly the way it was manifested by her son's class teacher, was

largely responsible for his lack of progress. Whether this particular complaint was justified is not my concern here. The point is that the way the mother's complaint was investigated was not impartial.

The groove was familiar about a neurotic middle class Mum worried about her child. This was, however, the first time I had listened to a parental complaint in the role of independent observer and while listening, from this new perspective I became increasingly aware of the inherent unfairness in the way the system tends to deal with parents who complain.

The mother had made her complaint directly to the boy's class teacher. He, not unreasonably, disagreed that he was at fault and quickly passed her on to the head teacher. The mother, however, felt that the head was not the correct person to deal with this matter because an aspect of school policy he had formulated was also implicated in her dispute. After two, from her point of view, fruitless meetings with the head she was still not satisfied. The only avenue open to her (other than local councillors, her MP or the local papers) was to contact the education officer.

The education officer listened to her story and then politely stated that he had discussed the matter with the head and was satisfied that her complaints were unfounded. When asked, he agreed he had not visited the school and was, he added, annoyed by the implication of the question. His solution was to offer the mother a change of school.

The mother felt this option was made in a tone which clearly implied first, that a refusal

to accept would be deemed unreasonable (the other option being she stop complaining) and second, that this was considered to represent total impartiality and magnanimity on the part of the authority. The mother tried to make the point that her complaint had not, to date, been impartially investigated and that, if she were correct, a change of school would simply sweep a real problem under the carpet.

The mother's final remark to me was "I had to give up in the end, they close ranks on you." As far as she was concerned the outcome, once she had voiced her initial complaint, had been predetermined.

The school and the local authority had, in her view, simply set about investigating themselves and concluded they were not wanting. I have discussed this case and the general procedures for handling parental complaints with a number of head teachers. Although they may have phrased it in different ways, most have tended to say something like: "Within this school all parental complaints are fully and impartially investigated and the results communicated to the parents". This is followed with general phrases about the open access parents have to the head teacher. In each of these schools, however, all investigations of parental complaints were invariably conducted internally and almost always by the head teacher. I have no reason to doubt that, in these head teachers' schools, complaints were investigated with vigour and in good faith. Justice may well have been done, but it is unlikely that, in such circumstances, justice will have been seen to be done.

None of the head teachers could explicitly and candidly admitting to a parent, that an action by one of his staff was a part of his school's organizational policy. All, at some point, mentioned the importance of the morale of the staff and that teachers should feel they had the support of the head. All, at some time, cautioned a teacher about some aspect of work but none had ever communicated information directly to a parent.

They were prepared to acknowledge this was difficult to square with the aims of openness in their overall policy to parental complaints. They felt that the maintenance of parental confidence in the school was sufficiently important to precede over the candid admission of mistakes.

How many parents do not voice complaints because they feel that the ensuing investigation would be unlikely to be impartial and make waves when the odds are clearly against them?

I am not suggesting widespread "rot" but the present methods for dealing with parental complaints cannot be considered to be impartial and are both inadequate and unhealthy. What is required are facilities and occasional recourse to, advice that can be independent, a true second opinion. This is common in other professions in my experience, rare in education.

Dr Colin Terrell is a senior tutor at the College of St Paul and St Mary, Cheltenham.

## FEATURES

Every year, according to DHSS statistics, 150,000 children spend on average 5.9 days in hospital. For most of them hospitalization means a certain amount of pain, anxiety and emotional disturbance. Almost inevitably it also means a loss of schooling. It need not be so.

Guy's Hospital houses an ILEA special school which is regarded as the very best in education for sick children. It boasts a head, deputy head and 12 staff. It has a gym, playground, facilities for group and individual music lessons, weekly educational outings and patients can take public exams in the hospital. There are an average of 80 children on roll, plus any number of small visitors, outpatients or resident relatives.

It smelt more of ripe melons and coriander seed than surgical spirit when I visited the school.

"That," the head explained, "is the Arab afternoon." Everywhere we went children were preparing Middle Eastern food, murals and coloured fabrics. Tiny tots awaiting Transplants in the renal unit were busy with Turkish delight and coconut ice. Pale cheeks dusted with icing sugar, little fingers pink with cochineal they sieved and mixed, kneaded and rolled - totally absorbed. A nurse came with her medicine trolley, administered the doses and went away - almost unnoticed.

In the psychiatric unit, older children were baking golden brown paklava and spicy sausage rolls and in the medical/surgical school-room, it was *filafels*.

By afternoon the paediatric gym had become an Arab market. Bearded customers shopped at the fruit and sweetmeat stalls, drank hot mint tea or made their own pottery, jewellery and hats. It was first-class education and the only thing missing was the camel.

At Guy's, children attend school while they wait for test results, recover from surgery or stay with a sick relative. They may be bedridden, outpatients, short-stayers or long-term regulars like those on the renal dialysis, chemotherapy or psychiatric wards. Not all of them speak English, yet with a staffing ratio of 1:6, the school is sufficiently adaptable to cope.

"A hospital school gives the child a sense of continuity and normality," says Gay Maxwell, the school's headteacher. "We contact the children's home school so that they work through the right syllabus and try to arrange for home tuition when they leave us so that they do not fall too far behind."

Through talking, listening, story-telling and dramatic play, a skilled teacher can help a child come to terms with unfamiliar and sometimes frightening or painful experiences. For the long-stay children or those who are regularly readmitted the teachers may be the only permanent contacts as medical staff move around at frequent intervals.

"The knowledge that the child is happily occupied means that a hard-pressed parent can take a break sometimes, go out shopping or for a walk," according to Gay Maxwell. "Above all we try to make it a positive experience." This may mean learning how to do fractions, winning a Guides Award for Bravery or, more tragically, coming to terms with death.

"Usually children who are terminally ill are out of our care. But a teacher might continue to visit as a friend. If the child asks us about death and dying we try to help." At Guy's both medical and teaching staff attend seminars and discussions on the needs of the sick and dying child. Hospital teachers need con-



Dr Colin Terrell is a senior tutor at the College of St Paul and St Mary, Cheltenham.



## Teaching hospitals

Schools and hospitals alike need to give more thought to teaching for and about the sick says Susan Thomas

alderable resilience as well as warmth and adaptability.

It would be hard to fault the education offered at Guy's. Sadly it represents a rare standard of excellence. For in spite of the reports of Bowley, Platt, Warnock and, above all, the National Association for the Welfare of Children in Hospital (NAWCH), the average in hospital education is inadequate and the worst is non-existent.

According to the latest NAWCH report, *Education for Children in Hospital*, there were 142 hospital special schools in 1978 with 600 mainly full-time teachers and any number of smaller units, individual, part-time or peripatetic staff. At the same time, 48.2 per cent of all hospitals in England which admit children had no teacher at all.

"One of the direst problems is that 16-year-olds on the adult ward are not seen as children (that is in need of education) and with exams coming up they may be the very people most in need," says NAWCH.

The Warnock Report recommended that "all children should receive education as soon as possible after admission to hospital" and Section 56 of the 1944 Education Act empowered I.C.S.s to give education to children "otherwise than at school". Yet the survey found that of 55 hospitals ("carefully chosen

to give a representative sample"), 27 did not have teaching facilities.

Of the 80 I.C.S.s who responded to the survey, four did not employ any hospital teachers and a third had no full-time staff. Some I.C.S.s have a seven-day ruling - no education till the eighth - and some play the numbers game, cutting education as soon as the number of pupils drops to three.

If life is hard for the young patient in these areas, it is equally tough for the lone hospital teacher. Paid by the hour, (when numbers warrant it), they have no pensions or sick pay and frequently neither school room nor cupboard to store books and equipment. They are isolated, underpaid, rarely get any induction to the job or in-service training once on it. Visits from inspectors and advisers are rare, and staff on adult wards are often unaware of the teacher's existence. In this situation hospital education inevitably falls short.

However, as NAWCH makes clear, it can be the patient's own home school, as much as I.C.S. and hospital which underestimates the sick child's need for education and support. As the mother of a 16-year-old, suddenly taken seriously ill and absent from school for six weeks, explained: "Some of the teachers didn't know what had happened. Somebody could have come to see him. I

thought there was a welfare officer at those big comprehensives."

While some schools make certain that their pupils don't miss too much schooling through illness, others seem not to care. "She (the teacher) didn't believe in giving them school-work when they were ill" ... "I bought a (maths) book to help him but it was a losing battle for they (the school) didn't send any more" ... "He had all those different teachers, eight or nine different subjects, saying 'You must catch up in your own time. We haven't the time. You must do it yourself.' Confronted with so much extra work, most children flounder and parents' efforts to get a home tutor generally meet with little success."

Yet all I.C.S.s provide some home tuition and 63 per cent indicated to NAWCH that no minimum period of convalescence was necessary to qualify for it. However unlike the special school teachers, most lone hospital teachers are unaware of this and education departments can be very unhelpful. Thus some children remain unschooled for long periods.

Then there is the thorny question of preparation for hospital. While many playgrounds try hard to cope with the problem, relatively few schools consider it in any depth. Yet 50 per cent of primary children will have been taken to hospital before their eighth birthday and even a visit to a very sick relative can be traumatic. Hospitals often offer their own reassuring picture books to "planned admissions" but these do nothing for the child suddenly rushed into casualty as an emergency.

NAWCH, *Dinosaur and Ladybird* have already produced books for the very young and the ILEA has just published a complete primary teaching pack - photographs, teachers notes and *Hospital Word Book* as well as a set of video cassettes.

Informative, matter of fact and not a bit frightening, it uses large coloured photographs to show what happens when a child is admitted for a tonsillectomy, an asthma attack or a badly cut knee. The teachers' notes are full of useful references and suggestions for classroom activities or appropriate support for pupils in hospital or convalescing at home.

Dr Marie Roe, ILEA Inspector for Special Education, was the driving force behind the pack. Attitudes to children in hospital are much improved these days she says. "And the spirit in London is very good. Children go in for shorter stays, the parents can be present and the child is at the centre of an emotional matrix. But there is still a need for education about hospital in the primary classroom."

In spite of the criticism implicit in its survey, NAWCH too, is heartened by the general improvements in theory and practice. There is still, it says, a need for massive grassroots education to convince parents of their right to stay with young children all the time, and of its value to the child, even on operating day.

Perhaps a certain amount of grassroots education about the schooling needs of hospitalized, and convalescent children would not go amiss in the staffroom and the corridors of power.

*Education for Children in Hospital by Meg Passon NAWCH, 7 Exton St, London SE1, £1.00.*

*Children in Hospital - Learning Pack published by the ILEA Learning Materials Service, Highbury Station Road, London N1. £8.00 complete pack (£12.00 outside ILEA).*





## REVIEW

## Straight in, straight out

Philip Jacobson on two contrasting civil war reports

Salvador. By Joan Didion.  
Chatto and Windus £2.95. 0 7011 3913 7.  
Final Conflict. By John Bulloch.  
Century Publishing £9.95. 7126 0171 6.

Two very different books by two very different authors, but both about parts of the world from which one is more or less resigned to receiving bad news. Most of the press and television coverage of the Middle East and Central America has to grapple with the problem of making sense of immensely complex and confusing – frequently atrocious – events. Having reported fairly extensively from both areas in recent years, I can, I suppose, claim reasonable knowledge of what is happening. Understanding why is altogether different, and setting out to explain in books aimed at general rather than specialized readers presents a particularly formidable task.

It may be that Joan Didion, the distinguished American writer, never intended her slim volume to inform about El Salvador, in the sense that the media attempt to. In that case, she should sue whoever wrote the publisher's blurb hailing the book as "an illuminating and authentic portrait of a society, a time and a place so terrifying that only Joan Didion could capture it". For what the blurb signally fails to mention is that this "unforgettable report" is based on a single visit to El Salvador, lasting just two weeks. Remarkable. By the time I had completed half a dozen assignments there, the only thing I was sure about was that my earlier reporting had been lamentably superficial, concentrating, as we ordinary hacks say, on bang bang and bodies. But here is Ms Didion, straight in, straight out, coming up with this little masterpiece.

In an interview the other day, Joan Didion remarked that she had always wanted to visit Vietnam during that war, but had to cancel a planned trip because she and her husband were in the process of adopting a daughter.

Well, along came El Salvador. It took two or three years of unrelenting savagery for the story to force itself onto the front pages, but thanks to the excellence of a few US newspaper reporters who stuck to their dirty and dangerous job, it is now the hot topic for the intellectual chic crowd back home. Gotta have a view on El Salvador these days.

Joan Didion's book will certainly hit that spot. It is, as one would expect from her previous work, extremely well written. Bags of colour, some of it chilling: moments of fear and loathing finely described: apt references to Gabriel Garcia Marquez. She is kinder to the US ambassador, Deane Hinton, than one expects, noting, correctly, that there is not really much difference between the way he and his honest and decent predecessor Robert White – darling of the smart set, even if they do have trouble finding El Salvador on the map – perceived the sheer awfulness of the mess. Fair enough. Didion's book will probably persuade some people who would never bother otherwise to find out a little about the wretched little place, named after Christ, where innocent people daily suffer, literally, the tortures of the damned. Responsible journalists worry – or they should do – about the "sightseer" element of covering such misery from the comparative comfort and safety of the hotel where Joan Didion and her husband passed their fortnight in what she calls "a creepy country".

John Bulloch is the *Daily Telegraph's* Middle East Correspondent, and his book on the cruel war in Lebanon last summer demonstrates the benefits of well over a decade on the inside of a notoriously complicated story.

Bulloch is particularly at home in Beirut, where he once lived and returned to spend an uncomfortable, frequently hazardous seven weeks under what he describes, perfectly, as "a medieval siege."

Covering the war from the Israeli side, I saw him once through powerful binoculars, striding purposefully along some rubble-strewn street, en route, no doubt, to gather material for another of the long, fact-packed reports he produced throughout the crisis. His book, more reasonably blurred as "the first comprehensive account" of the siege, is even more densely larded with names, places, dates and descriptions. Long experience of the labyrinthine nature of politics and diplomacy in the area, plus personal knowledge of many of the leading protagonists in this latest tragedy, puts the meat on the bones of a brisk chronology of events leading up to, during and after Israel launched her ill-named "Operation Peace for Galilee".

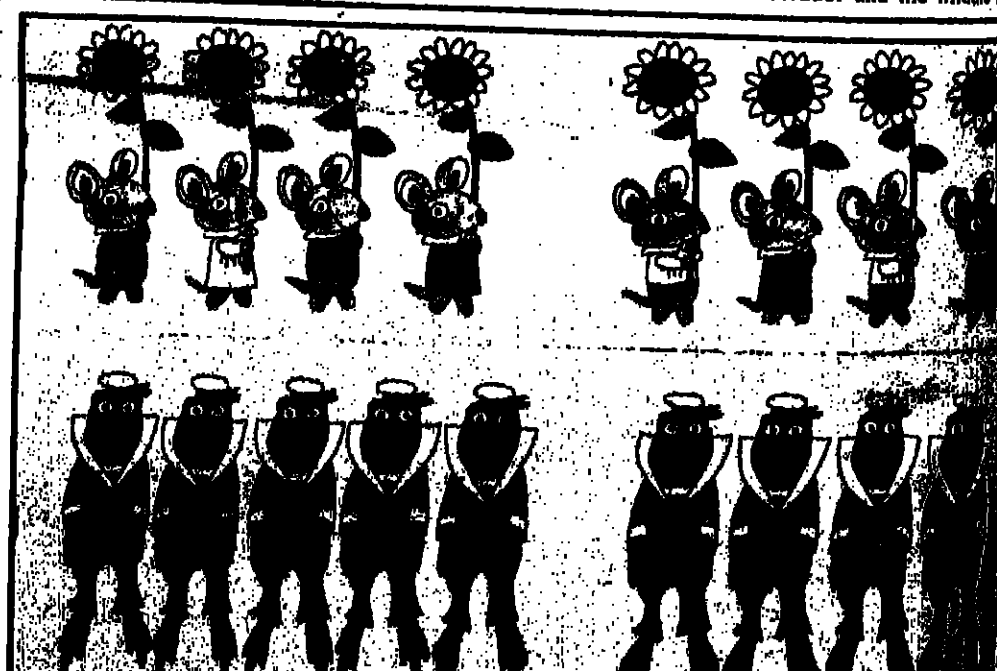
Written in the serviceable *Telegraph* prose, the book still contrives some striking, even entertaining, observations. As the Lebanese and Palestinians of West Beirut, by then supreme at adapting to situations which would drive most of us crazy, got to grips with their new predicament, small generators came onto the market – at a fancy price, assuredly – to keep the space invader arcades functioning. Over at the Commodore Hotel, refuge for the foreign hacks since the mid-1970s, the shrewd and now deservedly wealthy owner, Youssef Nazzari, persuaded the Palestinian bosses to provide fuel for his own generators. Without them, he pointed out, the telephones would close down, the journalists wouldn't be able to file (the phones were dead) and the whole press

circus would decamp instantly for the more facilities of Christian-dominated East Beirut. As Bulloch writes: "the journalists were more use to the Palestinians than a handful of regular infantry... simply because they were describing day by day what they saw and heard". I think he is wrong in inferring that Israeli military censorship gagged the foreign journalists covering the story on the other side. I certainly had no trouble with access of death and destruction in Sidon and Tyre or of the grim centres, where Israeli may man-handled bound and blindfolded prisoners.

It is undoubtedly true, however, that Israel's huge, highly sophisticated information machine back-fired during the fighting. It was constantly encountering soldiers who openly derided the sanitised official account on government radio and television and many of the newspapers, most notably *Ha'aretz* and *The Jerusalem Post*, subsequently distinguished themselves by uncovering hard facts about the massacres in the refugee camps.

Inevitably, Bulloch is less sure of his ground on Israeli material. I think, for instance, he overestimates the influence of the genuine distress of many Israeli soldiers about the kind of war they were fighting on the government. The tank colonel, E. Geva, who resigned his command in the 48th rather than accept orders which might lead to massive civilian casualties, was later criticized by other serving members of the Peace Now movement. Nor, sadly, am I hopeful as Bulloch that the long agony Lebanon has significantly altered attitudes among the various parties to the conflict. This is written, the Reagan peace plan appears to have collapsed, to the unrestrained delight of Begin's government, and a moderate of Yasir Arafat is murdered by one of the hard-line Palestinian groups.

There is not much to look forward to in the news from El Salvador and the Middle East



## Man in a hurry

Mary Hoffman talks to Richard Scarry

"You'll recognize them immediately, even if the name doesn't mean a thing to you. Books large and small, teeming with little animals, houses, food and all forms of transport. The animals wear clothes and, apart from bugs and a famous worm, are all drawn to the same size, whether kittens, bears, pigs or raccoons. The vehicles are sometimes conventional, but are just as likely to be bananas, pencils or crocodiles on wheels. Every page is packed, crowded and crammed with detail. And every character is in a hurry; in Richard Scarry's world everyone is busy."

With over 240 books published in the last 20 years, 120 of them still in print, Richard Scarry is a pretty busy character himself. "Everyone must work," he says, and you get the impression that he would produce even more furiously and prolifically if his publishers could cope with more output. Even so, he reckons he has sold nearly a hundred million books since he started writing and illustrating his own. He now lives in comfort in Lausanne, Switzerland but was born in Boston, Massachusetts. His father, who owned a couple of shops, viewed young Richard's plans to enter art school sceptically. "He figured I would end up selling spaghetti in a garage," said Mr Scarry self-deprecatingly, as he relaxed in his luxury hotel in London on a recent visit.

With sales figures and output like his, Richard Scarry is clearly an enormous commercial success, a publishing phenomenon in the Barbara

Cartland scale. He is also, which doesn't always follow, enormously popular with the pre-school children he writes for. Fan letters pour in from them and their parents and clearly effects the way in which he values his work. A mother writes that her son, terribly injured in an accident, has been as it were cured by being given one of his books. Richard Scarry shakes his head incredulously. "I could believe, I could believe, the way they write sometimes."

But not all the letters are favourable. Over recent years, Richard Scarry's postbag has contained quite a few letters from women about sex-stereotyping in some of his books. He is clearly very puzzled by this and now has pictures of daddy cats washing up. In his book about transport it is Mistress Mouse who has the repair truck. He even puts in the tiny detail of jackets buttoning right over left, so that if he gets any more complaints he can say, "that if you look carefully, you'll see it's a girl bunny!" But this seems to stem from a keen attention to his market rather than the development of a more egalitarian attitude in himself. He is the kind of man who combines gallantry with the belief that it is pleasant to stay home and keep house than

go to work in an office. But so far no charges of sexism have affected his sales.

With so much going for him, perhaps Richard Scarry can dispense with critical acclaim as well. He certainly doesn't get it. His books aren't included in exhibitions or given high-prestige awards, or reviewed in the quality children's book journals. He is regarded rather dismissively as a manufacturer of commercial products rather than as a writer or artist. And yet he works hard to research the facts for his information books and is dedicated to a learning-through-enjoyment principle that should find favour with most British educationists.

So why is he slower than his own *Lowly Worm* in eyes of children's literati in this country? One reason is surely his very speed and productivity. Twentieth century criticism has become suspicious of anyone prolific. But Richard Scarry knows the kinds of books that award-givers and critics like. "I've seen some beautiful books that a child will look at once," he says. "I may not be the world's greatest artist and my books could maybe be better as works of design but I like to jam in everything I can. Then the child can read them over and over and always find something new."

What he likes best is to see a child with him a book to autograph held together by sticky-tape, because it has been read to sleep.

Jamming in as much as he can is perhaps the key both to Scarry's success at producing children's books and his rejection by the world of children's literature. All the scurrying activity, the informational "noise" on the page makes you feel trapped in a world of employment gone mad. But, for a young reader, provides a release from the stark text-and-picture regime of the primer and most picture books. It offers redundancy on such a cosy scale that it relieves the burden of needing to understand everything, to get everything "right", in just the way that a comic does. Scarry has an uncanny instinct for what will sell and refuses to have anything he has changed. "Editors? - I eat 'em alive," he declares. Yet the ideas are never tried out on a first. Richard Scarry had only one child and now has a granddaughter too, but has never had an extensive professional involvement with children. Yet he knows what they will like. A certain age, as surely as Roald Dahl or Raymond Briggs does at a later one.

At 64, with all those millions of books now does he think of easing up? "An artist never retires," he says with some pride. If you are Richard Scarry, you just have to keep busy. Richard Scarry's books are published in the UK by Collins and Hamlyn.

## Shifts of the wheel

Inside China.  
Granada Television, Wednesdays  
9pm

Mrs Ding is an expert on silkworms. She's been rearing them all her life. Her expertise nurtures them from grub to productive cocoon. But she has only begun to take on leadership responsibilities after the "liberation" of China in 1949. She was 28 before she learned to read and write. Then she joined the Communist Party because the party "liberated" her economically and politically. Women had stood up!

Clever, courageous, warm-hearted Mrs Ding is the star of Granada television's *Inside China*. She lives with her husband "Old Ding" and her family in a commune near the city of Wuxi in south east China some 70 miles from Shanghai. In this marvellous series about the traditions of China and the discontinuities of the revolution, she speaks for the reflected human face of this continuing revolution. Tears fill her eyes when she recalls the birth of a fifth daughter in her all-girl family and how her parents had resolved to "throw the baby away" but how they couldn't bring themselves to do so. She becomes angry when she remembers the poverty and hunger of the thirties when there was a bad yellow wheat; she laughs at the alarm spread by landlords fleeing from the advancing communist forces in 1949. "When the communists came, if you have any property they'll take it away. Two people will have to share one pair of trousers." She gives her seal of approval to the arrival of the communists in 1949. "They helped us sweep and fetch water... they did everything and never took even a thread... everyone thought they were noble gentlemen". She speaks with pride about joining the Communist Party herself and her husband's approval, "you must be progressive to be able to join the party... it has glorified our family." She recalls her suspicion of Mao Tse Tung's cultural Revolution, that her son, a short-lived Red Guard, had gone to Peking for fun and how she had voiced her doubts that Mao was "muddle-headed and senile", until discretion had silenced her public pronouncements.

China's latest evolution after the death of Chairman Mao is based on material incentives and individual effort. *Inside China* brilliantly highlights the individual contradictions of this and all the earlier shifts of the revolutionary China wheel. The bride whose £700 dowry, made up of 15 silk quilts, casseroles, a new bicycle and a red plastic three-piece suite, is paddled down river to her in-laws and which is only made possible by the new government encouraged prosperity which "disapproves of unproductive spending". Mrs Ding arbitrates in an inter-generational commune dispute, where the underlying fear is the old people's apprehension that the newly

prosperous young will not accord them the traditional support and veneration.

Mrs Ding tends silkworms; Mr Ding expertly flicks the abacus in the accounts department and recalls "In 1980 we bought a television set and we enriched our cultural life". Mrs Zhu worked hard in the fields because her husband is "small and weak", and he sews a better future for them with his tailoring while he recalls with a wry smile, "I took part in the 'speak bitterness movement'... we built a special platform to denounce the landlords".

Juliet Gardiner

## Art, music and cushions

Youth & Music's unique combination of art, music and cushions for young people establishes itself in Leeds for the first time this year. A pair of concerts in the recently refurbished Leeds City Art Gallery this month precedes the main London season at the Royal Academy of Arts in June and July. The concerts were launched three years ago, sponsored by W H Smith, and have proved enormous popular with young audiences (Youth & Music caters for the 14 to 30 age range). The bright orange cushions not only obviate the need for a cumbersome seating installation in the main gallery, but they allow concert-goers to choose their listening places with much more flexibility.

Ticket holders have the opportunity to view the exhibitions both before and after the concerts.

In Leeds, the City of London Sinfonia plays Bach Double Violin Concerto (with Andrew Watkinson and Malcolm Layfield) and Vivaldi's *Four Seasons* on Thursday May 12. Two weeks later, the Omega Guitar Quartet include their own transcription of Grieg's *Holberg Suite* and music by Telemann, de Falla and Geoffrey Burgon. The new Henry Moore Sculpture Gallery might not provide any obvious connections with the music, but the combination could be interesting.

In London, the Philharmonia opens at the Royal Academy on June 30 with

Mozart, Vaughan Williams and Prokofiev. On July 7, the Omega Guitar Quartet is joined by the Endymion Ensemble in works by Ravel and Spohr. John Lill is the soloist on July 14, while on July 21, in keeping with the emphasis on youth, the Guildhall String Ensemble play Handel, Barber, Mozart and Tchaikovsky. The group, comprising students from the Guildhall School of Music and Drama, last year were winners of the Jeunesses Musicales International Competition in Belgrade.

Further information on 01-242 0746 in London and 0274 307417 in Leeds.

Andrew Pegg

## Talent in Tufnell Park

everyone's cup of tea, or everyone's idea of what a youth theatre (members range in age from 16 to 23) should be doing. Neither, to be perfectly frank, is it a particularly good or even original play. Treating of the lives of ten young people in London's Tufnell Park, it owes its structure and about half its plot to Michael Wilcox's *Renis*, which had a similarly successful run when the grown-ups did it at the Lyric Theatre, Hammersmith last year. The ten youngsters – five girls, four boys, a secretary, a student, a unemployed graduate and a clerk – played-related to a remarkable extent. At times it is difficult to tell

which of his best friends' girls any boy is sleeping with – or even which of their best friends a couple of the boys are sleeping with. There is nudity, sex, a lot of bad language and a singularly unpleasant scene about the blackmailing of a gay solicitor.

And yet... for all its short-comings, *Hard Knocks* is the sort of thing a youth theatre like the Activists should be doing. They have the talent, the belief in themselves and a valid view of the world – even if that makes Tufnell Park seem worse than Daniel's Limbo.

Hugh David

Michael Etherton

## ARTS

## Signs of life

*The Roaring Girl*. By Thomas Middleton and Thomas Dekker.  
Barbican Theatre.  
*Daisy Pulls It Off*. By Denise Deegan.  
Globe Theatre.

*The Roaring Girl* is a theatrical rarity. Written for the moment, densely topical, a mirror to its age, its (1610 impact depended heavily on contemporary Londoners' delight in seeing "a slice of life" presented on stage: the lower the better. Middleton and Dekker, writing here together, each excelled in recreating theatrically London life among merchant-shopkeepers, penurious knights, cutpurses and coney-catchers. Each had the knack of reproducing common speech and an eye for the ironies attendant on citizens pursuing their main passions – sex and money. In *The Roaring Girl*, to add piquancy, they introduced real-life Moll Cutpurse, born Mary Frith. She is the titular girl: sexually ambivalent, single-mindedly feminist.

Or so it would seem. For, apart from adopting men's clothes, busking a shopkeeper's wife, punching, kicking and fencing better than any man present, demonstrating an unaccountable expertise in thievish arts by which she remains uncorrupted, boasting her prowess on the man's side of the bed, she has no more substance than the words she speaks or those spoken of her. Her part (like Snug the Joiner's) is "nothing but roaring". It defeats Helen Mir-

ren's best endeavours. For all Barry Kyle's busy direction, the play never takes off. Its leaden humour is heavy-handed sexual innuendo; its characters are verbal constructs shallow as the ink they are written in. Drawn from life, *The Roaring Girl* is now lifeless.

*Daisy Pulls It Off*, patently fictitious, bursts with life. Based on inter-war girls-school stories (cf Angela Brazil), it recounts in dandy-dandy style the adventures of Daisy Meredith, Elementary School-girl and scholarship-winner to Grange-wood School for Young Ladies. Her spirit of honour-bright (no sneaking leads to suffering at the hands of the school snob and her jowdy. It also wins her the comradeship of the school pranker, the affectionate regard of the School-Captain (Clare) and her sporting push.

In scenes of thrilling melodrama, drawing sighs and cheers from the audience, Daisy rescues her enemies from certain death at sea, scores the winning goals of the decisive hockey-match, discovers the hidden treasure which restores Clare's family fortunes, is re-united with her long-lost father. For the innocent player, *Daisy* is absolute bliss: splendid entertainment, splendidly acted. True, its make-believe world ignores the class-struggle, disdains political realities, mirrors Thatcherite mythology. But only killjoys could resist the enthusiasm with which the whole cast, under David Gilmore's loving direction, performs this delightful spoof.

John James

## Development programme

The College of Ripon and York St John were the hosts for a conference on "Theatre in Education for Development" recently. Organized by Oxfam, Theatre Centre, Africa Centre, Hackney Teachers Centre and Leeds Development Education Centre, the conference was funded by the Robert-Tollmach Trust and the Joseph-Rovatt Trust (Charitable Trust), and attended by over 100 people.

The group consisted of teachers, actors, playwrights and people concerned with the Third-World development education. They agreed that the input of both developmentalists and theatre groups into formal and non-formal education in this country has to include an ever more comprehensive and essentially open ended analysis of the problems facing the economically and politically disadvantaged in all societies; there are no simple solutions, and plays about development problems can never have neat solutions.

A number of theatre groups presented shows, including Urban Zebra, Moving Parts Theatre Company, Leatherhead TIE Company, Salamander Theatre and Challice Theatre Group. The film of 7:84 Theatre Company's *The Cheviot, the Stag and the Black, Oil* was screened, and other groups conducted workshops. There were some individual presentations on methodology and perspective – most notably by Anna Batel, media resources officer, East London Education Research Project, on the misrepresentation of black women in the media and by Dr David Selby on the restructuring of development education in the classroom. Both expositions suggested radically new uses for theatre in learning about development. They Kenya novelist and playwright, Ngugi Wa Thiong'o, gave a cogent analysis of formal and non-formal education from the point of view of the most oppressed in that society; and he pointed to a number of implications for education in Britain.

In its closing session, the conference formally protested to the Philippines and to Kenya about the recent detention without trial of popular theatre activists.

Michael Etherton

## NIFTIE

The third Newham International Festival of Theatre-in-Education is due to take place between May 22 and 28 at the Theatre Royal, Stratford East, and schools in the area. This year, the famous GRIPS Theatre from Berlin will visit Britain for the first time to perform their play-with-rock about Berlin youth *Alles Plastik*. Other companies represented will include Team Theatre from Dublin, also making their first appearance in Britain, Borderline from Scotland with a play by Tom McGrath, Green Thumb from Vancouver, Theatre Centre, who will perform their controversial peace plays and several other well-known British companies. There will also be discussions and workshops, culminating in a day-long conference on "The State and Future of Theatre for Young People" on May 28. Further information from Ian Bowater on Glna Nowicz (01 534 7374).

## May day

The annual May Fayre and Puppet Festival is to be held on Sunday in Covent Garden. Mr Punch's 321st birthday coincides with Samuel Pepys's 350th. It was near St Paul's church in Bedford Street that the famous diarist first saw Mr Punch in May 1662 and there will be a service at the church, with Mr Punch in the pulpit, at 11.30 am after a grand procession around Covent Garden. Numerous Punch and Judy professors and puppeteers will be in attendance from 12 until 6.00 pm and there will be other diversions besides, from folk music to donkey rides.

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## BOOKS

## Wind of change

New Unesco Source Book for Geography Teaching. Edited by Norman J. Graves. Longman £4.95. 0 582 36122 2.

1965 may be seen as the year in which British geography changed from an observational, descriptive, regional study into a conceptual, quantitative, phenomenological study.

In that year, the first *UNESCO Source Book for Geography Teaching* was published. It marked the end of an era though that was not known at the time. Its valuable contents on teaching techniques, teaching materials, the geography room, the organization of geography teaching, sources of documentation and the nature and spirit of geography teaching were aimed to help the teacher directly in the classroom. The book gave practical advice on how to teach geography wherever you might be situated in the world.

As the editor says in the *New Source Book*, geography has changed radically and so a completely new kind of book must be produced. "Geography is now seen as having the objective of developing a series of laws, theories and principles concerned with the spatial aspects of human behaviour on earth." Educational disciplines have also progressed especially in terms of ideas about children's development, perception, curriculum planning and classroom interaction.

Consequently, the book assumes "that the professional development of teachers has made necessary a different style of approach" being "less prescriptive than the former book".

Certainly the book has a revolutionary appearance. It is soon evident that Plagot and Bruner not Mischler and Harterton; Gagne and Kohlberg not even Chavoy and Haggitt, reign supreme. For this is an educationally not geographically-orientated book.

Professors Graves and Pinchemel are the only authors from the earlier edition. The other contributors are from Canada, USA, Nigeria, India, Australia and Britain. The book is

intended for a wide international readership but it is hard to say whether the right kind of book can ever be written to satisfy this demand.

There are chapters on the aims and values of geographical education; mental development and the learning of geography; approaches to teaching and learning strategies; real problem solving; gathering information; processing information; relationships, models and the analysis of maps and photographs; managing resources for learning; course planning and evaluation.

One problem is that the book has been a long time coming. The references clearly show this. There are only four items from 1980 out of more than 300 entries and most references are from the sixties and seventies. Also, even as the editor comments on the need for this book to be different from its predecessor, the "wind of geographical and educational change" has caught up with him and with his contributors.

For one is bound to ask where we can find help on welfare geography and social justice in this book, despite the editor mentioning this in his introduction? Where can we find out how to teach geography in multicultural terms? Why is there an almost total absence of reference to the enormous strides made by environmental education? How shall geographers the world over react to the absorption of their subject into humanities and other amalgams? What of the role of the geographer in remedial education? In this most international book where can we find out about geography's role in the geopolitical scene? In conservation? How do we determine our attitudes in the classroom to avoid bias and discrimination? How should we treat the Third World in our teaching?

However, this is a most valuable book despite its omissions. But what a pity it is so jargon-infested and obsessed with theory. If only they had started with the geography teacher's classroom problems first and let the theory follow behind.

Bryan Waites

## Fibre to finish

Topics and Questions in Textiles. Pupils' Book £2.25. 0 435 42834 9. Teacher's Book £4.50. 0 435 42833 0.

By K. Hartley and J. Roe. Heinemann Educational £2.25 each. Textiles. People and Progress. By Don Hale and Martyn Vickers. Edward Arnold £1.60. 0 7131 0587 9.

The arid factual manner in which *Topics and Questions in Textiles* is devised becomes "education" with a vengeance. The book covers every aspect from fibre to finish, cramming in the basic facts relentlessly but leaving much of the technical information for the pupil to find from a wide variety of sources. With so little space there is no room for digression. Filleted compression is the format, with nasty little exercises baring their teeth on every page. If the subject is to be brought to life so that it lingers in the im-

agination, the teacher will need more than the accompanying answer book. Diagrams abound.

The human interest of bad working conditions, poor pay, and long hours, is admittedly likely to be of more interest to young people, so the task of the authors of *Textiles. People and Progress* is more scope. They have devised a book in which a simple text is enlivened by the well-chosen period illustrations, and some of the work set requires imaginative identification with historical events. The rise and fall of the textile industry, with all its labour saving inventions and the competition from cheap foreign goods, makes this potted history very relevant to a period of unemployment produced by the same causes.

Betty Tadman

## Next week

Frank Johnson on *The Oxford Book of Aphorisms*; David Nokes on *The Cambridge Guide to English Literature*; Patrick Moore on recent books about space; and reviews of a wide variety of reference books for classroom and general use.

## Among this week's contributors:

Angela Dancy is the South West regional director for the Independent Schools Information Service, and is married to John Dancy, who was Master of Marlborough College from 1961-1972.

Julian Gardiner is Editor of *History Today*.

Nell Philip is author of a *Pine Archer LA Critical Introduction to the Work of Alan Garner*.

Janet Sturge is a teacher at Nonchurch School, Chesham.

Colin Ward is author of *The Child in the City*.

## Calling Superdoctor

The Secret of Childhood. By Maria Montessori. Sangam Books £4.25. 0 86131 375 5.

Clever Children. By Joan Freeman. Hamlyn £1.50. 0 600 20345 X.

Has Our Child Talent? By Phyllis M. Pickard. Pullen Publication Caxtons, Park Lane, Knebworth, Herts SG3 6PF. 0 907616 04 6.

There may be a time to release Maria Montessori's writings, but it's not now. We have all benefited from her insistence on understanding and respect for children's needs, which fuelled the reaction to the repressive attitudes of the nineteenth century. Her achievement was to publicize the implications for child rearing and education of the newly fashionable Freudian psychology. Understanding birth trauma suggests treating the newborn gently; awareness of psychological development as well as physical makes learning a process of discovery instead of imposition of imposed values. Nevertheless her book

will not go down well today. Full of ideas we should like to embrace, it is also shot through with an unappealing emotional Catholicism. The newborn baby should be handled like "the Catholic priest as he handles the host at the altar". "That which the educator must seek is to be able to see the child as Jesus saw him".

Another irritation is Dr Montessori's presentation of herself as a kind of Superdoctor. Swooping down at the sound of uncontrollable crying, she identifies the cause in a trice, hands the baby back to its stupefied mother, and swoops off again. It's hard to believe she observes the consequences of some of her ideas: "The child should have the right to sleep when he is sleepy, to wake when he has slept enough and to get up as soon as he likes". The result will be "that children go to bed of themselves, and say good-night gaily, and in the morning get up without waking anyone". Not on this planet, Superdoctor.

Joan Freeman is in direct line of descent from Dr Montessori, her

concern too to help "recognize and encourage your child's natural abilities". Drawing on the research of the intervening years, she hits a more objective note, but her message is similar; we must base our treatment of children on an understanding of their nature and needs. Just what makes clever children and why developing their potential should be different from developing not so clever children's potential is left unclear. Dr Freeman has already written on *Gifted Children*, will *Clever Children* be followed by *Average Children*, and what will say that's different?

Phyllis Pickard believes all children have talents. The emphasis here is on the need to encourage self-expression and vitality. Although the tone ranges from patronizing to twee, the booklet has the virtues of being short, attractive and easy to read. And for the fundamental ideas, once again, thank you, Superdoctor.

Jessica Sarag

## Role call

Role Play in Language Teaching. By Carol Livingstone. Longman £2.50. 0 582 74611 6.

Role play and simulation are used in a variety of teaching situations with students of foreign languages, as also with those on secretarial or general education courses who need to improve their awareness of appropriate language registers or test their reactions to a given set of circumstances. It is symptomatic of the unnecessary division between different forms of language teaching that Carol Livingstone's book is addressed to teachers of English as a foreign language, takes all its examples from that field and makes no mention of the fact that the advice she bases on her experience will be helpful to all language teachers who use role play.

Had the author or the publishers been prepared to recognize this and given some suggestions for adapting the material to a wider range of circumstances, this would have been a still more valuable handbook. As it is, teachers of English to non-native speakers will find it a stimulating source of practical ideas for use in the classroom while other language teachers will be able to adapt some of what she says for their own use. As well as examining the use of role play at different levels, she never forgets that it cannot be considered in isolation, and stresses the need for preparation and follow-up activities.



Alice and the roses which talk: an illustration from Allen Paterson's enjoyable study, *The History of the Rose* (Collins £15.00.)

## Unworried by software

Brave New World? Macdonald £3.95. 0 376 09178 3.

The value of this collection of essays to the educational world is unexpected, extraordinary and unfortunately before I reach it, I want to deal with the ordinary in the book. It consists of 11 essays, more often excellent than competent, written on aspects of information technology. Journalists from *The Guardian* and *The Financial Times* set the context. A biscuit-maker makes uses computers in engineering design and small batch production; a motor industry journalist describes how the line is organized to produce efficiently the diverse range of Met (ignoring special models for different national markets, there are still 9,240 distinct cars that can go through the one production line); a Marks and Sparks executive tells us how and why point of sale can make shopping more efficient for both customer and retailer; Neil West planner explains what IT does and can do for the financial industry; *The Financial Times* technology

editor informatively imagines the office of the future. A long-range planner in British Telecom considers the mass communications the future may require; a socio-economist reflects on how we will need to respond to the restructuring of our working and social environment IT will provoke; a comprehensive head teacher writes on IT and education. Finally, the director of the NCC advises on how to get oneself started.

It has some flaws. The NCC director says: "Mistakenly, there is often felt to be a need to understand programming..." He is right if he means that there is no need to understand the coding details of BASIC, COBOL or whatever, but dangerously wrong in confusing this with the rational imagination required both to learn to communicate with and conceive and judge an application (system) such as an editor, and an awareness of the learning time involved in becoming a student enough to use its capabilities to the utmost. The journalists, too, seem worried by software, and want to keep it at arm's length.

John Lask

## Town and country

History Explorers series. Castles. Canals. By David Woodlender. Churches. By Judith Brown. Black £2.95 each.

Finding Out About series. Villages. Conservation. By John Bentley and Bill Charlton. Seaside Holidays. By Ian Bidd. Stephen Humphries. Black £4.95 each.

Shire Album series. Ironworking. By W. K. V. Gale. Shire Publications 95p.

The Industrial Revolution. By Alan Jamieson. Edward Arnold £2.50.

Cambridge Introduction to the History of Mankind series. The Rural Revolution in an English Village. By Roy Sturges. The British Welfare State 1900-1950. By Sydney Wood. Cambridge Educational £1.95 each.

History in Focus series. Village and Town Life. By Sheila Ferguson. Horses at Work. By Charlotte Popescu. Black £5.50 each.

Over seventy-five years ago, Professor W. Adams, writing on teaching methods in history, recommended that "visits to local museums, monuments and historic sites ought to be integral parts of the instruction". Over fifteen years ago many teachers of history and environmental studies were using precept and practice to direct attention to the resources and possibilities which the local environment could offer the budding historian at all levels of ability. Yet even today many books make scant use of this potential, whilst others append uselessly lists of places to visit, or suggest impracticable lines of field research.

Both titles in the Cambridge Introduction to the History of Mankind series stick closely to the events of the past and virtually ignore links with the present day. In *The Rural Revolution in an English Village* Roy Sturges invents a fictional settlement. Botherby Furness, and a fictional landowner, Lord Loamshire,

to tell the story of the key changes and their effects on an agricultural community. He does this well, although less able pupils may have difficulty separating fact from fiction, since the imaginary happenings in Botherby Furness are juxtaposed with an excellent selection of contemporary illustrations. Regrettably he does little to show how the effects of these changes can be seen in today's landscape. Sydney Wood's *The British Welfare State* provides a straightforward factual chronology, well-illustrated with contemporary cartoons, photographs, maps, graphs and potted biographies, but giving little indication that many of these developments took place within the lifetimes of members of the reader's own family.

By contrast the books in the *History Explorers* series are specifically designed to "help you to look at the historical clues around you". These slim little books, in a pocketable upright format, are attractively produced and illustrated with black and white photographs and artists' drawings. Their use in school (top junior/lower secondary) may pose something of a problem since parts of the text are designed for use in the classroom and others for use when studying a canal, church or castle in the field. Like Batsford's *Finding Out About* series they seem to promise rather more than they achieve. *Finding Out About* is designed for a slightly older age group (10-14) and the books have a larger format, 48 pages and a higher price. *Villages and Conservation* are worthy but unexciting to look at and would have been better served had they been presented in the brighter and more interesting layout of *Seaside Holidays*; yet they have much to offer schools with their probing questions and fieldwork suggestions.

Alan Jamieson also follows Adams in recommending pupils to use their eyes, to hunt for evidence, and to appreciate the fact that "The Indust-

rial Revolution is still all around us". His *The Industrial Revolution* is basically a CSE textbook with clear well-laid out pages, good diagrams and contemporary pictures. The provision of a "simple text" will be welcomed by teachers but it has led the author to a rather old-fashioned view of the agrarian changes and he follows tradition in over-emphasizing the part played by "Turnip" Townsend and Thomas Coke.

W. K. V. Gale's splendid little book *Ironworking* also has much to say about the Industrial Revolution. This has not been specifically designed as a school book but can be recommended for its authoritative explanation of the technical details of the various ironworking processes. He includes an extensive, detailed and useful list of places to visit, unlike the rather perfunctory list in *Village and Town Life*. This Batsford title for 13-16-year-olds comes from a series which "focuses on one aspect of British life, making clear how it has developed through history to the present day". Unfortunately the authors of the two books in question have stressed development rather than focus. The discursive text of *Village and Town Life* embraces far too wide a field, including a detailed biography of Matthew Boulton but very little on the growth of public transport in the nineteenth century and its effects on urban growth. *Horses at Work* keeps more to the point but the canvas is still too broad, and far too much space is devoted to show jumping and similar peripheral uses for the horse. You will look in vain for detailed information on the logistical problems which London's horses posed in terms of food, shelter and drink in Victorian times. Nor will you see helpful reference to the still extant features of the environment, such as horse troughs, news cottages and inn yards, which vividly recall the time when the urban horse was indeed the ubiquitous source of horse power.

Philip Sauvain

## Obscene commerce

Slavery and the Slave Trade: A Short Illustrated History. By James Walvin. Macmillan £14.00. 333 28636 7 £5.95 333 28637 5.

Slavery and British Society 1776-1846. Edited by James Walvin. Macmillan £14.00. 333 28073 3 £5.95. 333 28074 1.

The elegance of many of the illustrations in James Walvin's *Slavery and the Slave Trade: A Short Illustrated History* is incongruously belied by the horror and degradation of what is illustrated. If one of our first reactions to slavery and the traffic therein is bound to be astonishment that men of influence, not otherwise inhumane, should for so long have tolerated, and by their toleration,

perpetrated this obscene and brutal commerce, we must remember that our century is in no position to preach to its predecessors on the theme of man's inhumanity to man; and that anyway, slavery is, it seems, still alive and flourishing (even increasing) in parts of Africa and Asia. Dr Walvin does not confine himself to black slavery and the Atlantic slave trade, but his treatment of slavery in antiquity and of medieval slavery is superficial, though polished, in the manner of a side and the "African Diaspora" and negro servitude in the New World forms the core of this fluent and useful if overpriced book (in the hardback version, its cost works out at exactly one pound for every twelve pages, steep even today).

Dr Walvin also edits *Slavery and British Society 1776-1846* an addi-

tion to this publisher's Problems in Focus series which is as clearly directed to the specialist reader as the other book is to the general one. Its eight essays, plus Introduction, greatly amplify aspects of slavery discussed briefly or merely glanced at therein. All the papers come from expert pens and are composed with high competence: Seymour Drescher's *Public Opinion and the Destruction of British Colonial Slavery*; "Our Cause being One and the Same: Abolitionists and Chartism" by Betty Flindevand; C. Duncan Rice's "The Missionary Context of the British Anti-Slavery Movement"; and Dr Walvin's own "The Propaganda of Anti-Slavery" are outstanding.

Martin Fagg

## Constitutional liberties

Local and Central Government. By Kathleen Allop. Third edition. Hutchinson £2.95. 0 09 147001 0. Young People's Book of the Constitution. By L. L. Blake. Sherwood Press £5.00. 0 907819-04-7.

The first of these books is a new edition of a well-known class book written for CSE candidates but widely used also for British Constitution O level classes, because of its clear and illustrated exposition. It describes all levels of the political system and does not balk at raising controversial issues, and has been brought completely up to date by Tom Brennan.

The second book is something of a curiosity. The author is a barrister and he intends his exposition of the

constitution to be read by children of ten or eleven and upwards. The style is gently avuncular and the author reveres the Monarchy, the Church of England and Lord Denning. He believes that "Christianity is central to our law and to our freedom", and declares of the role of the monarchy that "No-one knows the full extent of the power of the Queen because they come from the limited Cragston". Some of us would not like to expose our children to these views. All the same, he has some excellent passages on constitutional liberties from thinkers like Burke, Blackstone and Bagehot who do deserve more attention in that ragbag of a syllabus known as Brit Con.

Colin Ward

## Dig, dig, dig

The Handbook of British Archaeology. By L. & R. A. Adkins. Pinter £5.95. 0 333 34843 5.

There has been no widely useful handbook on British archaeology before this one. Many periods and subjects have been given excellent coverage but not all these are exhaustive and some periods have never been dealt with. The Adkins have written on all ages and on aspects of archaeology, such as techniques, that transcend periods. Bibliographies provide access to greater detail than is possible in a general reference work. Illustrations are plentiful and useful, if rather crude. There are, however, a few mistakes and some omissions which I hope can be corrected in future editions because the book does deserve wide circulation.

Jan Caruana

Children's literature  
Toad Hall revisited

A Fresh Wind in the Willows. By Dixon Scott. Illustrated by Jonathon Coudrille. Heinemann/Quixote Press £5.50. 0 434 98031 5.

"I love these little people," said Kenneth Grahame to the illustrator E. H. Shepherd. "Be kind to them."

Some indication of the extent to which Dixon Scott has ignored that plea in his "sequel" to Grahame's masterpiece can be found in the cheap lyricism of his prose on the very first page: "All around spring was well aflame, melting even the memory of winter's short, bare days and long, imprisoning nights: bird-song gladdened the sun-kissed air; boiling buds quickened the river-bank heartbeat; and what breeze there was merely twinkled the fresh young leaves at the very top of the willowgrowth that bulged into this stretch of the river, not causing even the tiniest ripple on the water." This is not an air Grahame's characters can breathe. The equivalent sentence on the first page of his book, setting the scene, reads: "Spring was moving in the air above and in the earth below and around him, penetrating even his dark and lowly little house with its spirit of divine discontent and longing."

Grahame does, of course, provide in some of his nature descriptions - for instance the passage which opens his third chapter - a sort of debase-ment of Richard Jefferies and anticipation of Richard Adams which gives some justification to Scott's "feather-footed" through the "plushy fen" act but Grahame is

neither limp nor predictable. The elegiac, rounded quality of his prose is essential to his theme; Scott's attempt at imitation is not so much rounded as rotund, and as full of hot air as the balloon which Toad purchases in the course of his story. Listen to the sheer pomposity and clumsiness of this, supposedly spoken by Rat - of all characters! about Toad's loathing of garlic: "He positively abominated that delectable root and nothing, absolutely nothing - I'm certain - would induce him to allow any substance even suggestive of it to approach his lips; unless it was the direct pangs of hunger." O my!

Dixon Scott has practised a sort of reverse alchemy on Grahame's book, turning gold into base metal. Grahame's serenity is Scott's smugness; Grahame's characters become Scott's caricatures; Grahame's great celebration of friendship merges into what its critics have claimed it to be, the complacency of an idle elite. As for Scott's story, it is simply *Toad Hall Revisited*, instead of *Toad*. Toad becomes infatuated with aeroplanes; Grahame's "little people" are made to jump again through all the familiar hoops.

For those who demand a sequel to *The Wind in the Willows*, Jan Needle's witty inversion of Grahame's story, *The Wild Wood*, provides a more substantial and sustaining read than Dixon Scott's weak re-run. Most of us, I suspect, will content simply to read once again Grahame's eternally fresh narrative of the simple affections and the simple pleasures.

Nell Philip

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NELSON



## RESOURCES

## Computers at midnight

Last year's introduction of computing to summer camps was so successful that one of them had to lock the computer room at 9 pm. Peta Levi surveys some of the possibilities for this summer

The holiday computer camp boom which began here last summer continues unabated. A wide range of computer camps is now available, at least in London and the South East, so perhaps the first step is to decide what you are looking for.

This article looks briefly at a computer camp for actual or potential computer buffs; at a number of day and residential camps run on the Californian principle, which links a wide range of sporting and recreational activities with at least two hours computing a day and a number of facilities; at camps for the family, with optional computing; at a week's intensive computer course for older children; at a camp for the disabled and one for gifted children. If cost is a problem (charges range from around £80 for a five-day, non-residential camp, to around £150 for a week's residential camp) a subsidized day camp is run by Inter-Action for £30 a week. This one is intended for Camden children who would not otherwise get the chance to go to a camp.



I WARNED YOU ABOUT WORKING AFTER MIDNIGHT

The course which to my knowledge provides the longest amount of time (9am-9pm) on a computer of one's choice is Computer Park '83. It is intended for people of 10 years old and upwards, and is held at Grendon Hall, Northamptonshire. This is a Queen Anne house in 17 acres of grounds, with its own swimming pool, tennis courts and playing fields. The course is run by two computer buffs, Allen Carter, director of the Machine Assisted Teaching project at Nene College, Northampton, and Peter Tilley, independent microcomputer consultant and co-designer of the MAT project equipment.

Their first computer camp (at Apeethorpe Hall, Oundle, last year) was so oversubscribed that this year they have organized three, week-long camps starting on July 30, August 6 and August 13 (seven nights cost £178 inclusive of VAT). Last year, said Mr Carter, "the kids were so keen we found that they were sleeping lunch and were still on the computers at midnight, so we reluctantly decided to lock the computer room over lunch

and at 9pm, to make sure they ate and got some fresh air".

There are more computers than participants, and the choice of 17 different micros ranges from the BBC Acorn to the Jupiter Ace, with particularly imaginative peripherals - a model crane, an extensive model railway system, miniature robots, lighting sequences and simulated traffic systems.

Experienced staff are able to help beginners or expert programmers and to teach many languages BASIC, FORTH, PASCAL, LISP, COMAL, PILOT and 6502 and Z80 machine codes. Daily workshop sessions deal with aspects of computing - and if you need a break there are sports, from canoeing to archery.

The day camps are among the most popular. They generally offer a range of sport and recreation as well as computing and microelectronics courses. Three organizations have a total of 10 camp locations within access of London. They all offer pick-up transport for an additional charge of around £12. Camp Aldenham, a day camp for boys and girls from 5-13 at Aldenham School, Elstree, is run by Cyril Tyson, a master at Aldenham for 30 years. It has 25 Texas Instruments TI99/4A home computers and five full specification machines. Everyone is guaranteed two hours hands-on time a day, and the camps are limited to 240 children a week. (Weeks starting July 25 to August 22; from £90.)

Dolphin Camps, formed last year with financial assistance from the DoI's education unit and Information Technology Year, expect to receive more than 3,500 children this year. They are launching a family weekend holiday where adults will have the chance to learn about computers with their children.

Support from industry enables Dolphin to provide more than £100,000 of micros and interfacing equipment at each camp; at Harrow, Barnet, Roehampton and Sevenoaks. Makers include Spectrum, Acorn and Apple. The camps cover computing, robotics,



and psychobionics - this last is an activity which through recording results of problem solving games enables the computer to assess reactions, vision and memory.

Dolphin aim to teach Basic programming, to beginners and languages such as Pascal and Logo to more advanced students. New areas this year will be word processing, voice recognition robots, and computer aided design. The camps are for 16-164, they cost £79 plus VAT, and run in the weeks beginning July 18 to September 2. (Anyone sending a child week, will be given a free Sinclair ZX81.) Dolphin also run residential camps at Eastbourne and Edinburgh, at £139 plus VAT from July 16 to August 27.

Beaumont Summer Camps, started in 1981 by businessman Stewart Wiley, offer day camps at Windsor, Mill Hill, Westerham, Brentwood and Charterhouse for 4-15-year-olds. The fees are £88 plus VAT, and courses are in the weeks starting July 18 to August 29. They also run residential courses in the Lake District, Devon and Dorset for 8-16-year-olds. These cost £138 plus VAT and are scheduled for the weeks beginning July 16 to August 27.

Beaumont have 40 micros, including VIC 20s, Commodore 64s and Pats, with printers and dual disc drives. This year, five levels of computing instruction and courses on robotics and microelectronics are offered. The projects have been devised by Robin Bradburn, senior lecturer at North London Poly's Department of Electronics and Communications.

Families have the choice of one of the university summer schemes which include computer courses, such as those at Loughborough and Lancaster universities. Here, parents know that their child will be among other adults, but there will also be many varied activities for children over the age of five. They can spend half or the whole week doing a computer course, combined with a wide variety of additional courses.

Millfield School in Somerset also caters for families (with crèche facilities for three-year-olds upwards, or for unaccompanied children over the age of eight). The computer courses are run by 36-year-old Peter Fry, head of Millfield's computer department, who takes 12 people in a 2½ hour session, with one person to a computer. Sinclair ZX80 and ZX81 micros, Commodore Pits and BBC Acorns are used.

A more intensive course for the family was pioneered last year by Dr and Mrs Lionel Wardle on South-eastern University's campus. (Ann Wardle has 12 years' computing experience working in the university and medical school; Lionel Wardle is an independent management consultant,

who, as a psychologist is interested in establishing the best methods for helping people to learn.)

The staff ratio is one to six. The Wardles have greatly expanded their range of courses, which are held in all the school holidays and include special courses for many professions such as medicine and teaching. There are also special courses for the disabled and for gifted children.

Course teaching takes the form of demonstrations followed by practical exercises such as how to get a computer to make decisions, how to write a good program, and writing programs in modules so that you can more easily read and alter a program.

Advice is given on the capabilities of different micros and how to assess software - very important for teachers. A wide variety of accommodation is available (including self-catering); parents can come, and if they don't want to learn computing can enjoy the university's recreational facilities while their children learn.



Edinburgh University's Department of Artificial Intelligence are organizing two camps for teachers and advisers from July 18-22 and August 8-12. The non-residential fee is £32, residential costs £86.24. They offer tuition in Logo for 16-25-year-olds who want a five-day intensive non-residential course, Inbusen Management Centre are running three summer schools in Glasgow (July 4-8), London (August 1-5), and Leeds (July 25-29). The cost is £80, including light refreshments. One of last year's participants remarked, "this course has helped me to understand why and how computers are used at work".

Inter-Action devised a computer camp for inner city children last year. They offer it again, at a fee of £30, this year and they also offer help to community groups who want to make use of local resources to set up their inner city camps. There are some bursaries for 11-16-year-old Camden children who cannot afford the fee. The programme includes not only learning Basic but building a micro,



learning simple maintenance and repairs, playing and creating computer games, learning about computer graphics, and gaining some practical experience of how computers are used at work. Camp/course addresses in order of appearance above:

Computer Park '83, Allen Carter, The Nook, Back Lane, Little Addington, Nr. Wellesborough, Northants NN16 4AX. Tel 0933 650927

Camp Aldenham, Aldenham School, Elstree, Herts WD6 3AJ. Tel 0438 7553

Dolphin Activity Holidays, Churchway, London NW1 1LT. Tel 01-387 5602

Beaumont Summer Camps, 73 Upper Richmond Road, London SW15 2JZ. Tel 01-870 9866

Loughborough Centre for Extension Studies, University of Technology, Loughborough, Leicestershire LE11 3TU. Tel 0509 63171

Lancaster University, Extra-Mural Studies, University House, Bailrigg, Lancaster LA1 4YW. Tel 0524 65201

Computer Holidays, Dr Lionel Wardle, 37 University Road, Highgate, Southampton SO2 1TL. Tel 0703 558621

The Department of Artificial Intelligence, K R Johnson, Forrest Hill, The University, Edinburgh EH1 2QJ. Tel 031 667 1011

Inbusen Management Centre, 100 Rooker, Knightsbridge House, 100 Knightsbridge, London SW7 1RN. Tel 01-584 2081

Inter-Action, Molly Lowell, The Inter-Action Advisory Service, 15 Wink Street, London NW5 3NG. Tel 01-267 9421

Loughborough, Leicestershire LE11 3TU. Tel 0509 63171

Lancaster University, Extra-Mural Studies, University House, Bailrigg, Lancaster LA1 4YW. Tel 0524 65201

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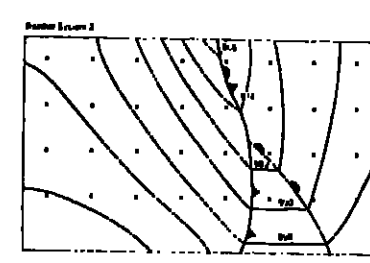
Inter-Action, Molly Lowell, The Inter-Action Advisory Service, 15 Wink Street, London NW5 3NG. Tel 01-267 9421

## RESOURCES/SOFTWARE

## Content and style

M J Clark reviews a weather program and comments on necessities in systems

Weather Designer Mike Preston, programmer Anna Price  
Five Ways Software, Heinemann Computers in Education Ltd, 22 Bedford Square, London WC1B 3JH. Disc plus handbook priced at £20 (plus VAT) - versions for 3802 and Apple II.

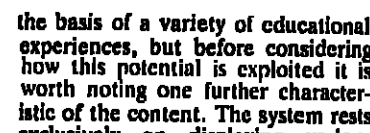


Like all teachers, the classroom microcomputer has to earn its living. The sense of wonder that numbers words and pictures can be called up at the press of a button soon fades as these operations become commonplace. Instead there develops a realization that the lasting value of the computer system must rest on a combination of software content and presentation style.

Again, the analogy with other forms of teaching is unavoidable. Poor material defies even the best teacher's attempts to create successful teaching, whilst dull presentation will destroy the potential of even the most exciting information. In assessing new software it is, therefore, worthwhile to consider content and presentation separately before attempting an overview.

The somewhat grandly titled Weather program takes the form of a data bank of weather indices (temperature, wind speed and direction, cloud cover and weather conditions) for each of 128 stations on a 16 x 8 grid upon which is superimposed an outline weather map with isobars and fronts. Four separate maps are available on the program disk, representing common mid-latitude weather systems (east-moving unoccluded and occluded depressions; north-east moving spring and summer occluded depressions).

From the teacher's point of view this restriction of coverage may well be irksome, since such subdivision of depression study goes well beyond the need (and abilities) of most students, and the time taken in mastering program operation would have been better justified if this skill could have been used to explore a wider range of weather systems. Within its own terms of reference, however, the data bank undoubtedly holds sufficient information to form



the basis of a variety of educational experiences, but before considering how this potential is exploited it is worth noting one further characteristic of the content. The system rests exclusively on displaying various selections of the stored information. No use is made of the calculating power of the computer to add a random, dynamic or three-dimensional element, and decision-making is restricted to menu choice of activity.

Although there might be some regret that the program offers neither a full range of weather systems nor a full use of the computer's power, this should not be taken to imply that it lacks variety or flexibility. The considerable potential of the approach derives from its imaginative use of varied modes of depicting selections of the stored information. This facility permits a single variable to be displayed sequentially for weather stations across the data grid, thus building appreciation of spatial pattern. By combining variables one at a time, the notion of inter-relationship can be introduced.

The split screen format with a weather map on the upper two thirds and a station summary sheet or pictorial representation of weather characteristics below further extends the teaching value of the

approach by demonstrating the meaning of weather map symbols. Despite the previous comment that the system lacks a dynamic element it is, in fact, possible to create an illusion of movement, thereby offering a basis for weather forecasting. Although the basic data grid is of 16 x 8 stations, only a 8 x 4 subset is displayed at any one time, so that the screen acts as a "window" viewing a section of the total map. By moving this window to the left (under user or program control), the weather system can be made to step progressively to the right, thereby simulating eastward movement.

In technical terms the program appears to be admirably robust. It performed all the tasks claimed for it effectively and (within the constraints of disk-loading time when changing maps) quickly. The graphics are of medium resolution, and whilst the map symbols are at the limits of this resolution they do offer a reasonable compromise between amount of information and ease of display.

Programme running is by way of an initial series of menu choices, followed by single key control of individual tasks. At this level the operation becomes quite complex, with the familiar directional controls (Up, Down, Left, Right) being supplemented by 12 other initial-letter key commands (eg All, Blank, Help, Pictorial, Trace), some of which can only be used in specific combinations. Disaster is avoided by a really excellent 27-page booklet which considers program function, operation and classroom use in considerable and well-illustrated detail.

Nevertheless, the complexity of the package remains, and one must have some doubts about the educational cost-effectiveness of the average student mastering sufficient of the operational detail to permit full exploitation of the program's potential under individual conditions of use, given the restricted curriculum time available for teaching such a small syllabus component as depressions. In a teacher demonstration mode, however, mastery of the operational system can be assumed, and under these conditions the program has very significant educational value.

## Clues at random

Software comes from all kinds of supplier including some who could loosely be termed "alternative". Among these are Pete and Pam Computers and Chalksoft, both of whom currently have some interesting products.

Two word games designed for the IBM PC computer are available from Peter & Pam. The games cost

£19.95 each and are obtainable from Peter & Pam Computers, New Hall Hey Road, Rossendale, Lancs.

Chalksoft's new products are currently biased towards mathematics. Three games intended for children of middle school age are: Angle (£8.95), Invisible Man (£5.95), and Metrics (£5.95). Chalksoft Ltd are at Lawmow Cottage, Tonedale, Wellington, Somerset, TA21 0AL.

## Logo letter

ly testable parts. Such features are the essential tools of Logo which can be built upon in future learning. They are important not because they satisfy some abstract criterion of computer science, but because they make programming easier and more accessible. There is no simple relationship between the sophistication of the learner and that of the software required. If anything, the relationship is an inverse one. The naive user needs all the help he or she can get (providing it does not obscure what is going on).

The slowness of some British computer manufacturers' delivery of Logo has created a vacuum into which an increasing number of pseudo-Logos have stepped. That adults should waste good money on such software is cause for concern. That children should be exposed to it is a tragedy.

RICHARD NOSS  
MEP Logo Project  
Advisory Unit for Computer Based Education  
Endymion Road  
Hartfield  
Herts AL10 8AU.

## Guessing games

by Virginia Makins

Tree of Knowledge  
Sliding Block Puzzles  
Acornsoft, on cassette for BBC Model B. £9.95 each

Tree of Knowledge is a rather more sophisticated version of the old favourite, Animal. It's designed to introduce children to using computers to store and retrieve information, and it also encourages them to think about and make classifications and distinctions.

The basic "game" is to build up a file on some topic - vehicles, dinosaurs, upper secondary biology or whatever - by teaching the computer a series of yes/no questions that distinguish members of the set. Gradually the going gets harder - it is easy to think of a question that distinguishes a blackbird from a trout, but less easy to get one for a trout and a dog. Children quickly start reaching for (often inadequate) reference books.

There is a more limited version of the program in the Microprimer pack which comes free with the government package for primaries, but Acornsoft's version has clear advantages for schools who are not getting the primary package.

It comes with two files to demonstrate the possibilities - one designed for A level biologists (which I did not try out) and one on fruit for older primary and younger

secondary pupils. It has a good simple facility for editing and altering files at any stage, and will print out a file, with its distinguishing questions (most useful with a printer - it's not easy to follow individual pages coming up on the screen one by one).

Guessing games can be played both ways round - you think of a fruit, or whatever, for the computer to guess, and vice versa. Either way, beginners quickly come to see how the computer is narrowing down possibilities by the series of yes/no questions.

The documentation is adequate except that it fails to say that, when loading a file from tape, it must be positioned exactly - even though it asks for a file name to be entered. At first sight it seems a bit daft to put puzzles that are widely available in cheap plastic versions onto a computer. But primary teachers who saw Acornsoft's Sliding Block Puzzles thought them useful to help children think logically and spatially.

The program gives a choice of six puzzles - the alphabet, numbers 24, and various pictures and designs - in five by five squares with one square missing. The advantage the computer has over the manual versions is that you can choose how much the puzzle is shuffled before you start - anything between two and 511 moves - and when it gets irretrievably tangled you can either start again, or watch the computer solve the puzzle for you.

The first year juniors I saw doing the puzzles soon got the hang of moving the blocks about using arrow keys and the return key. It seemed best as an exercise for one or two at most, otherwise the barrage of advice from onlookers led to random moves and very little of that logical or spatial thinking.

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FRENCH TUITION - the first of a series of programs for CSE/0 level French (40k Spectrum).

Full details from GARLAND COMPUTING, 36 DEAN HILL, PLYMOUTH PL6 8AF. Tel: 0782-41287.

the educational specialists

## MEP: Merseyside and Cheshire Regional Centre Educational Software Directory Project

The programme in the original advertisement asking for software to be submitted has been extended. Well over 1,000 programs have now been reviewed and more are being added. There is still time to send your software reviewed if it is not yet published by mid-July. Please send a review copy together with details of price and from whom copies can be obtained. The best software will be sent to all MEP Regional Centres and to all Primary and Secondary schools in Merseyside and Cheshire.

Send material to: Mrs Shirley Evans  
MEP Merseyside and Cheshire Regional Information Centre  
Liverpool Polytechnic  
10 Mount Pleasant, Liverpool L3 5RX

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Please also Scientific Equipment Division

## Adventurous Christianity

by David Self

The Adventure of Man: Decline, Fall and Renewal.  
Films: 3. The Founder of Christianity. Citadel (sold together: £3.50). Optional cassettes, £2.60 each.

Visual Publications, 197 Kensington High Street, London W8 6BB.

conversant with the Arian heresy, the Epic of Digenis and the role of the exarch of Ravenna.

For those who, Hobbit-like, have not yet faced up to The Adventure, let me explain. It is a series of films, together they are "a unique resource bank", separately they are "teaching tools". They subdivide into three periods: the Ancient and Classical Worlds, the Middle Ages and the Renaissance.

Within each period there are "sections". Each section consists of several filmstrips. The three now under review are part of the "Decline, Fall and Renewal" section of the Middle Ages period. For each

filmstrip there is an optional audio cassette. Forget these. They are boring, single voice readings of a commentary printed in the accompanying booklets.

The filmstrips are quite another matter. Like earlier ones in the series they are beautifully printed, and care has been taken with the colour matching so that one does seem to be watching a "production" rather than a collection of slides from disparate sources.

Just how useful they are is debatable. One can quite see why any presentation on the Middle Ages should include a biography of "The Founder of Christianity" and should illustrate it with medieval paintings and especially with details from the *Mosaic by Duccio* in Siena cathedral.

However, to present a commentary which makes no reference to the medieval view of Christ is simply perverse. Instead, there is a summary of the story told in the synop-

tic gospels (Matthew, Mark and Luke), presented without comment.

A final bizarre twist is provided to this filmstrip (which claims to show in part how Christ's doctrines may have helped to bring about the fall of the Roman Empire) by suggestions for students' work which include "One of the shepherds tells his story" and "Write a modern parable of your own, eg 'A bad motorist is like'.

The other two filmstrips seem to have a clearer idea of their purpose, providing a whistle-stop tour of the Byzantine Empire. "The Empire in the East" shows how, after the Roman Empire had collapsed in the west, a related civilization survived in the east; and "The Christian Citadel" goes on to show how this civilization developed in its own right, later to nourish the western Renaissance. For example, medieval monasticism grew out of the eastern tradition.

Just in case this 45 minute tour is

too indigestible, teaching notes are provided. After frames 10 and 11, "students will like to learn more about the Byzantine buildings of Ravenna". After frame 29, "students may like to hear more about the Lombards in Italy" (note the change of mood).

Finally come more suggestions for student activity. These range from "Make a model of the hippodrome" and "Draw a design to be woven into a piece of silk" to "An Orthodox bishop preaches a sermon denouncing the Arian heretics; and urging the congregation to escape with him". Whether this last is a subject for art or creative writing, history, drama or RE is unclear.

Rather more precision is found, however, in the final suggestion. Here it is full. "Write the conversation which took place between Dandolo and Boniface when the subtle Dogs persuaded the naive but greedy Crusader to attack Constantinople".



## MEDIA

# Quirky fantasy

by Roy Blatchford

RTV  
Middle English  
ITV, Tuesdays 11.05, Thursdays 10.04

In 1978, when *Middle English* still passed under its former identity of *Writers Workshop* an occasional book slot was added to the output. In those days when Yorkshire TV's *Book Tower* provided just about all the air time devoted to children's books it was a welcome departure, and a natural line of development for an English series "intended to increase children's awareness of language".

The "About Books" slots - now recast as "Middle Pages" - have flourished under a variety of approaches. Recently, an illuminating format - and one almost guaranteed to guide the average 11-year-old back to the books - has been to feature an author exploring his or her own work in person: Bernard Ashley on *Break in the Sun*; Jan Needle, on location in Portsmouth, taking the reader around the city which provides the setting for some of his early novels; to be repeated this term (June 14/16), an interview with illustratress-story-writer Michael Foreman.

With the writer kept on a tight rein by skilful direction and judicious editing, the approach can be informative and fun to watch. Sadly this is not the case with "Middle Pages: Science Fiction" (May 10/12). The presenter is sci-fi king Brian Aldiss, presumably invited to help young readers explore the genre he has become celebrated for. But instead, the producer allows Aldiss to cocoon himself in his own quirky tale of fantasy, with little spin-off for the classroom viewer.

The programme opens in a bookshop, with people browsing through sci-fi novels. Suddenly the cast is transported to a wood, a chase begins: the mysterious Runners, armed with chains, pursue a nubile red-



Brian Aldiss, science fiction writer

head and finally cage her. All the while, Aldiss flips (literally) from tree-branch to car-park rooftop, asking direct to camera the questions he feels viewers should be asking about this fantasy.

The language level of the commentary is pitched too high and the action, with its undertones of brutality, is inappropriate for the intended 9-12 age range. Aldiss should have been brought firmly to earth by his producer before embarking on this programme.

In contrast, producer Peter Tubern unearthed a gem for the first transmission of the term (April 26, 28) - and a certain winner with his target audience. Another "first" for the series, he chose to animate *The Shrinking of Treehorn*, a delightful tale of a little boy who wakes up one morning to discover he is shrinking.

For readers familiar with the story, the animated sequences are faithful to the original. The sublimely oblivious mother, the impatient father, the frascible teacher and comically esoteric school-director - all are brilliantly captured in this charming version, with its witty insights into the intricacies of child/adult relationships and perceptions.

The cartoon treatment is so good that it may surprise many viewers that Florence Parry Heide's work - first published 10 years ago - has not previously been animated. There can be little doubt that, before too long, the programme will receive wider screening than schools' output.

# Top people or moral forces

Gorman Stafford on 'Radio History'

EDUCATION RADIO  
Radio History, 16-19  
Discussions between Lord Blake and Raphael Samuel, chaired by Peter Burke  
Radio 4 VHF, Tuesdays, 2.20 pm

These programmes for A level students have an ambitious brief: a review of Victorian Britain which establishes more of what was happening in the provinces and at the grass roots; an exercise in demolishing cherished beliefs by probing beneath labels; developments and changes within the period; the kinds of evidence which establish these things. In short, the unspoken agenda when historians talk history amongst themselves.

It would be difficult to find two more contrasting starting-points than those of the speakers. Blake admits to a largely biographical approach, to a concern with "top people" and with the political attitudes and decisions of statesmen and to a certain scepticism of the Marxist approach. Samuel's interests are in the moral forces which politicians mobilize, in the unspoken psychology of popular movements and in the cultural dimensions of politics.

First impressions, therefore, suggested a staged event. Lord Blake and Raphael Samuel chewing over the problem of patriotism (April 26) seemed a fair guarantee of entertainment. In practice both participants were hard pressed to demonstrate the full extent of their differences. These were apparent as much in where they looked for their evidence as in their conclusions.

"Can we be surprised by the fact that the historian steeped in the behaviour of 'top people' is also the one for whom patriotism is a 'deep-seated instinct' of crisis?" Top people need patriotism to help lead them out when they get the diplomacy wrong. The problems come when they misjudge how much the popular mood will endure. Samuel argues that some of the

nastiness of end of century jingoism owed a great deal to the birth of scientific racism, to ideas of natural selection and to notions of the English as a master race. Blake is happy to oblige with the career of Cecil Rhodes who expressed gratitude that he had been born an Englishman when so many millions had not. In any event, patriotism without war is probably something else; war without a smattering of patriotism spells disaster.

Victorian religion (May 3) provided a study in contradictory developments. The Church of England may have been the "dominant minority", but it never succeeded in establishing that ascendancy in the cities. Religion may have been increasingly a minority creed, but religious sentiments served to inform every aspect of life. It is here that the tradition espoused by Raphael Samuel comes into its own - Flora Thompson's Methodists "that earnest minority of serious minded people". Tressell's mystic vision of socialism as "the light that will shine upon the world". The lines of continuity are the same. Equally, religion was the stuff of politics. Blake's examples are at a national level; Samuel's instinct is to go for the local dimension.

The pleasure which these programmes give comes, quite simply, from being able to be present while historians of this stature converse at ease with each other. The gentle kindling of ideas and insights arises naturally from the open-ended nature of the discussion. A level students cannot fail to benefit from being temporarily relieved of the burden of systematic coverage. For programmes with such potential for discussion, in practice the two approaches have complemented each other.

Teachers' notes are available on receipt of a large stamped addressed envelope. From Graham Taylor, Radio History 16-19 A Level, BBC Broadcasting House, London W1A 1AA.

# BRIEFINGS

radio & tv  
For schools

Tout Compris (Monday, 11.42 BBC)  
A simplified version of this successful series aimed to give second and third years comprehension practice.

Lifetime Monday, 14.20 (VHF)  
"Insights" is a unit of programme for use in the Schools Council High Education Project. In "Getting the Bird Young", 13 to 17-year-olds hear young people talking about their own experiences.

Science Workshop (Wednesday, 5.30 BBC)

The last topic this year introduces nine to eleven-year-olds to the scientific nature of levers.

History Around You (Wednesday, 11.39, Thursday, 11.18 ITV)

Eight to twelve-year-olds look at the remains of ridge and furrow and the size and shape of fields in order to learn about farming in the past.

Today and Tomorrow (Wednesday, 11.17 BBC)

Four programmes to inform eleven-year-olds of the developments in science and technology which affect the future. This week, "The Micro".

The Land (Friday, 9.30 ITV)

Q and CSE students begin a study of mountain areas in Britain.

CSE English (Friday, 10.05 VHF)  
A programme designed both as an appetizer for Laurie Lee's *Cider with Rosie* and as reinforcement once the book has been started.

# General interest

The Unemployment Industry (Monday, 12.35 BBC)

A series for people involved in the training of young people looks at current developments in education and training in the light of high youth unemployment.

Thief (Friday, 17.10 BBC)

The first play in a series produced by the children's programmes department to tackle some of the dilemmas faced by young people.

# Matey manner

by Liz Heron

What A Picture!  
Channel Four, Fridays, 8pm

Photography is big business. It's a worldwide, multi-million pound industry that expands constantly with the impetus of technological development and a market responsive to novelty. The cornerstone of that market is the amateur - a category that includes everyone who packs a camera at holiday time or brings one out at family gatherings. Then there's the serious amateur, which is the kind that John Hedgecoe's eight-part series is aimed at.

For the serious amateur, photography is a hobby on which a considerable amount of time and money might be spent. According to the image relayed by the specialist photo-magazines, this is almost exclusively a male pursuit, and it involves the acquisition of a panoply of sophisticated equipment (lenses, motor-drives for action shooting, studio lighting etc.) that in this series is rather taken for granted. *What A Picture!* is oriented towards photography as a form of popular consumption.

What's more, despite its sub-title "the complete photography course" *What A Picture!* isn't really addressed to the beginner, but more to the enthusiast who has long since picked up the technical rudiments and is now looking to acquire some of the professional's magic.



Admittedly it's fun to watch a professional at work; explaining aspects of his working method. John Hedgecoe tackles a variety of assignments; some in a well-equipped studio, some in colourful locations in this country or abroad. We see how he approaches them, and he offers tips and discusses some of the photographer's technical problems and choices.

But there's too much glossing over of details. It's all too fast and slick. Instead of the step-by-step guide viewers have been led to expect, it's a case of teaching by example - as if simply watching Hedgecoe at work guarantees that some of the magic will rub off.

And, in fact, besides being a professor of photography, author of books whose sales have chalked up millions and a top commercial photographer, John Hedgecoe is also something of a Mr Ordinary, whose woolly pullover and matey East End manner add to the impression that there's nothing to it. It's an impression that's well sustained, even though Hedgecoe is observed very much as the profes-



sional in operation with privileged access to places and people.

Programme two, "The Vital Moment", concentrated on the drama and action potential of sporting events, and in the third programme, on "Lighting and Composition", three female models were deployed in the gardens of a Normandy chateau. The series also takes Hedgecoe to other parts of Europe, as well as to the USA and Egypt.

A rather comic wedding sequence and a look at the back garden do suggest more mundane sources of material, but the accent is most surely on the picturesque and the glamorous. It's an aesthetic that's sentimental about children and animals, as well as objectifying women.

This approach is so established that it is bound to have broad appeal. However, it's important to remember this: as yet unexploited scope for more challenging and exciting ways of exploring the uses of photography that will do a lot more than boost camera sales. I hope Channel Four has some of those in store too.

# Things in moderation

William Dale reviews a series on parenting

EDUCATION RADIO  
Child Care  
BBC 4, Tuesdays, 10 am

These programmes are intended for interdisciplinary use with CSE students involved in social education, home economics, human biology and child or social studies courses. They give basic but important information - and, more importantly, a stimulus for discussion and investigation - on a number of themes around pregnancy, birth and parenting.

The series is presented by everyone's favourite aunt, Claire Rayner, and consists mainly of interview snippets with mothers and fathers, and also with doctors, midwives, health visitors and other professionals. The tone is straightforward but soothing, and thoroughly middle-of-the-road in its presentation of the many controversial questions. Breast feeding is encouraged, home delivery is not mentioned - but squatting delivery is. As one obstetrician is

quoted, "all things in moderation".

This advice - given in the context of alcohol and diet during pregnancy - is obviously the only possible approach to making such a series some good, lively and educational programmes, cramming an awful amount into a very short time.

The five themes are "Fertility" (pregnancy); "Outside" (role of the father and the family; post-natal depression); "Being a Parent" (nursing, breast feeding, more on fathers); "Getting Help" (health and welfare information, etc.); and "Asking", which looks at and responds to letters sent in by listeners in response to the first programme's invitation.

The accompanying notes run through the issues raised by each programme, and possible directions for discussion. They also enclose a note which some teachers may find helpful on how to deal with the emotionally charged questions raised by such a series.

# Off to Tokyo with £1,000

Video producers, in or out of school, could win £1,000 in cash with a 15-day round trip to Tokyo to attend the awards ceremony in a competition being organized by JVC.

There are two categories, one for programmes of any type and one for the best "video letter exchange". This is enigmatically described as being the video equipment of a two-

day written communication. Entries should be videocassettes VHS, Beta, or U-matic, and should run for a maximum of 20 minutes. Film excerpts and stills inserted into the tapes are acceptable. The closing date for entries is September 10, and forms can be obtained from Bell & Howell, A-V Ltd, Alport House, Bridgewater Road, Wembley, Middlesex HA9 1EO.

If you've had any more bright ideas since last year you must turn now to the special four page feature in the centre of this issue





## Star quality

Coward Plays: Five.  
Methuen £7.95. 0 413 51730 6.  
22.50. 51740 3.  
Nostalgia: The Collected Short Stories.  
Methuen £8.95. 0 413 52550 3.

When *Waiting in the Wings* opened in 1960 it got such vicious reviews that "to read them" Coward noted in his diary, "was like being repeatedly slashed in the face". Of his waning critical popularity he concluded: "I suppose it is foolish to wonder why they hate me so: I have been too successful for too long".

Too long and too often, perhaps. *Waiting in the Wings* was Coward's fiftieth play to be produced. Its critical reception was not due to boredom or sour grapes, but to its deliberately flouting the theatrical values of its time. A well-made three-act play, with a collection of middle-class characters speaking elegant language produced at a time when the theatre was, as Coward said, more interested in people "dying in dustbins" and when the prevailing acting technique was of the "scratch-and-mumble" variety, it was premeditated provocation: "If the critics don't like it," he had written, "they can stuff it".

Coward Plays: Five collects together four plays from Coward's last period, the fifties and sixties. *Relative Values* (1951) concerns a country mansion, a witty dowager, a sardonic butler, and the intractability of the English class system. *Look After Lulu* (1958) is an adaptation of a Feydeau play and it was successfully produced at the Royal Court. *Waiting in the Wings* concerns a residence for retired actresses ("The Wings") and is notable for a heavy dose of sentimental respect for women facing old age with dignity and courage (troupeurs to the end). *Suite in Three Keys* (1965) was designed to be Coward's farewell to the English stage; a trilogy, it contains the play "A Song at Twilight" in which Coward starred in the autobiographical role of an eminent writer forced to admit to homosexuality. The obvious omission from the collection is *Nude with Violin* (1956), a vehicle for some decidedly negative views on modern art.

In 1962, during the period of dis-favour which ended with the National Theatre's successful revival of *Hay Fever* in 1964, Coward published a collection of his short stories, *Step Aside* (1939) and *Star Quality* (1951). It is this edition that is now re-published: it is not therefore a "collected" edition, in the usual

One of the most glittering designers of the Jazz Age was Jean Patou (virtually the inventor of knitted sweaters and sports clothes), who specialized in stylish creations like that shown above. Meredith Etherington-Smith's Patou (Hutchinson £9.95) is a readable account of his rise and eventual eclipse.

sense, as stories written later (and the stories Coward discarded in his selection) are not included.

In his recent book *Coward: the playwright* (Methuen) John Lahr suggests that the narcissistic arrogance of Coward's best characters is attributable to the playwright's conceiving them (from aristocracy and "talentocracy" alike) as "stars". The supreme indifference to the feelings of others of the hosts in the play *Hands Across the Sea*, for example, he explains as "the self-involvement of a class in which everyone is treated as an extra in their epic". Coward celebrates such behaviour in his plays, but in his stories he rather disapprovingly points to the unthinking cruelties inflicted by such people on the less-well-off, the less talented. He accuses his "stars" of having in some way "atrophyed" (the word recurs), and he sometimes allows his dislike for them, notably in "The Kindness of Mrs. Ratcliffe" and "A Richer Dust", to carry him away.

The best stories are his earliest, "Traveller's Joy", "Aunt Tittle" and

"What Mad Pursuit?", where he is most detached and ironic, and where he allows himself some humour. Few of the other stories reflect this, and neither do they reflect his usual self-discipline or style. Most indeed are over-written, and the nearest thing to an aphorism comes when the narrator of "Natura Study", who is supposed to be a literary man, comments on the hearty Major Cartwright that he was "a little really but somehow touching in his fidelity to type". The most striking feature of the stories in relation to the plays is that the characters say so little; released from the playwright's need to express everything in dialogue (and his own particular need to express everything in flip-pant dialogue - a "sub-text" playwright to match any other) he concentrates, for better or worse, on describing his characters and attempting to explain their motives and feelings. He does this well enough, but it is certainly not his forte.

Lynne Truss

## All things made well

*Twelfth Night*.  
Royal Shakespeare Theatre, Stratford-upon-Avon.

Sometimes it's the very richness of people in interesting situations that makes it difficult to bring off a balanced and unified production. If John Caird's respectable stab at it has a single impetus, it is towards a generosity of spirit, a loving warmth that results not only in the right people pairing off at the end, but also in a consequent and general growth in "self-knowledge". Caird's is in the direction of the other Comedies and Romances (and, if the programme is to be believed, the Sonnets as well) in admitting that knots can be untangled, dualities resolved and all things made well within the magic circle of sea, storm, night and dream.

Caird is not afraid of the grand theatrical gesture. Robyn Don's high-profile set (a vast tree growing out

through the theatre roof and all but masking a Pre-Raphaelite landscape and coastline) and Ilona Sekacz's music and John A. Leonard's tape (full of noises, sounds and sweet airs, if not a thousand twanging instruments) create and define the world of the play. Within this framework ambiguities and complexities can flourish. A world-weariness can sit comfortably on the carousing Sir Toby (John Thew) and gaily on the devout, grieving Olivia (Sarah Berger). The luxuriating melancholy of Orsino (Miles Anderson) is at ease with the positive energy of Cesario.

Viola has to be played with such once-enchanting charm as *Twelfth Night* will work only if we're rooting for her. Zoe Wicomb's actress, who resolved and all things made well within the magic circle of sea, storm, night and dream.

Caird is not afraid of the grand theatrical gesture. Robyn Don's high-profile set (a vast tree growing out

upstairs, ill-disciplined gentry below. In the right hands Maria has always been a peach of a part and Gemma Jones's new edition is delicious: an Edinburgh lady, her irrepressible good humour outraging her own sense of propriety, choking on her suppressed giggles. Sir Toby's eagle, metaphorical, tall a-wag, fetching him practical jokes instead of his slippers.

Daniel Massey's guiled Sir Andrew is touchingly pathetic; painfully proud of his capets and gallards and, with considerably less justification, of his flaxen hair, which lankily resists all his petulant attempts to toss it. Ennys James's Malvolio is as desiccated as coconut, and it seems wholly apt that his final, and most cruel, come-appearance should be at the hands of Richard O'Callaghan's serious Feste. In this company, no one who mocks a fool will escape lightly.

Jul Burrows

## Literary orator

Alphonse de Lamartine. A Political Biography. By William Fortescue. Croom Helm / St Martin's Press. £16.95. 0 7099 1027 4.

Lamartine's reputation as a poet does not rest on quite the narrow base suggested by the schoolboy who, with only one slight inaccuracy, had him down as the author of the famous line: *O lac, suspends ton vol!* But his status as a leading figure in the Romantic movement and his membership of the French Academy were acquired between the ages of 30 and 40 on the strength of the *Méditations* and the *Harmonies poétiques*, and his subsequent career does present a problem. For those, like William Fortescue, who decide to adopt Lamartine's own point of view and treat the poetry as secondary to the day job of politics and diplomacy, there is the question of whether his contribution in these fields was interesting enough to justify extensive treatment for the English reader. As a minister, as a historian of the Revolution, he was nearly great, but only the lurking presence of the poet guarantees our curiosity about these other manifestations of the man.

Dr Fortescue's problem is compounded by the fact that he does not much like Lamartine whom he finds vain and inconsistent in his political ideas. As evidence of his vanity, he cites not only the number of self-portraits in one room of his home, but also the rather more trivial matter of his once claiming to have read Pushkin in the original. The same antipathy makes him ex-

cessively censorious about Lamartine's youthful love affairs: there have been several of them, they have been transitory, even self-dulgent, but I see no reason to describe them as "sordid".

In the main part of his book, Dr Fortescue tends to emphasize the way that Lamartine's political philosophy was trimmed according to circumstance while his conclusions, surprisingly, discover a consistent body of principle inspiring a politician and diplomatic career of nearly 30 years. Certainly, Lamartine was ambitious and his Christian idealism was not a rigorously defined ideology; but he deserves credit for maintaining his stand on core issues in the face of unpopularity and his views on social questions were advanced for his time.

As a minister in 1848, he seemed destined for a brilliant and continuing advance: Dr Fortescue gives a convincing and well-researched analysis of why it failed. But elsewhere his comments often seem gratuitous and sometimes lack a sense of perspective. The narrative as a whole needs the kind of guiding theme that might have been provided by the idea, thrown in more or less at random in the concluding chapter, that Lamartine trusted too strongly in the power of the will and spoken word to make a successful politician. His contemporaries saw him as a great orator and he himself devoted his main historical work to the Revolutionary period when words were a form of action, not a substitute for it. If Lamartine believed he was sacrificing literature to politics, he probably had it the wrong way round.

Robin Bus



"Burning Winter" 1976

## Tree theme

Hundertwasser  
Barbican Art Gallery until June 19.

An artist who develops an alternative architecture where houses, flats and even motorways are sandwiched between layers of natural vegetation or sink deep into the ground is on a topical theme, but Friederich Hundertwasser, the Viennese painter and designer, began his attack on the sterile within-modern culture over 25 years ago. A small watercolour, painted in 1951, "Houses with Green Roofs and Gardens" now seems to mark a turning-point in his life, summing up his debt to Klimt, Schiele and Klee and appearing prophetic of his emerging interest in ecological matters.

These now embrace the promotion of the humus-soil toilet for recycling human waste, propaganda on behalf of the anti-pollution and anti-nuclear debates, and a yearning for trees. In fact, great is

Hundertwasser's love of these after planting them out of apartment windows in Milan and Vienna. He has brought so many of these into the Barbican Gallery that they threaten to obliterate his art: the paintings, prints, posters, tapestries and models that form the substance of the show.

As a decorative, expressive and sometimes fantastically symbolic artist, Hundertwasser's actual art has changed very little during the last quarter of a century. By the mid-fifties an expanding motif, suggesting labyrinths as well as regenerate growth, had come to dominate his work and this has persisted ever since. Emblematic of this is a miniature, bright enamel brooch, on his 1975 postage stamp design since when stamp art and exhibition have been on a world tour. They go to York and then the Edinburgh Festival.

Michael Clark



## Media options

Susan Thomas on BA Honours courses in media studies

Whether it is the media boom - local radio, Channel 4 and cable TV - which has opened up vistas of jobs in the Eighties, or simply that non-scientists now see Media Studies as the last socially acceptable refuge, applications for the new courses at Canterbury exceed available places by a factor of four.

"We are amazed by the number and calibre of the applicants," says Dan Douglas, versatile doyen of the industry and now Head of Film and TV Studies at Christ Church College. "Youngsters whose teachers are predicting three Grade A's at A or who are considering turning down Oxbridge to come here."

What can the students now flocking to the courses, expect for their money? A choice of two BA Honours Courses - the first in Education, Music, Radio, Film and TV (RFTV), the second in Music, Radio, Film and TV, plenty of exposure to professionalism during the course and a wide variety of job opportunities at the end.

Music has been combined with the RFTV in recognition of the increased need for suitably qualified speakers from all branches of the musicians and technicians. But the standard is high and candidates must be able to offer the subject at A level or Grade 8 Theory and Practice. The "Education" option is for those interested in Educational Broadcasting or teaching Mass Media to O and A level.

The Canterbury course is only now in its third year but experience at Stockwell, from where Douglas imported it, look, stock and rostrum camera, suggests good career openings for graduates. Old Stockwellians are now in Programme Planning, Concert Management, Radio, Film and Television Production, Journalism, Public Relations, Arts Centre Administration and Educational Broadcasting.

The College aims to produce "directors rather than technicians -

creators rather than operators... young film makers who will radically change the British film industry". And the educational means are "seminars, provocative discussion designed to jolt the student into questioning awareness, and maximum exposure to the work of the best in the business."

"We want them to meet as many professionals as possible," says Douglas. There are regular visiting speakers from all branches of the industry; about 50 per cent of the students get work experience at the end of the second year; and all do an in-depth study of a writer, critic or director during the course, sometimes working alongside their chosen model for quite long periods. Come the third year, and there are auditioning card-carrying Equity members to perform in their drama documentaries.

Katherine Whitehorn, Nancy Banks-Smith, Iris Murdoch, Magnus Pike are all people who have been

tremendously kind... Melvyn Bragg showed his own research to a student doing a critical appraisal of Tony Palmer's work. Johnny Dancworth invited a music student to stay for weeks.

Vacation work is invaluable experience. Last summer one student placed with Radio Medway, was putting her own edited material on air by the end of the time and another spent a blissful month with Granada TV on the set of *Brides-head*.

"It's a chance to make so many contacts and gain a real understanding of professional life. One of them told me, 'You see what it's like to work to a budget and tight deadlines, and what teamwork means... you come back absolutely enthused for the work.'"

The course itself, has settled down after teething troubles. Students with no interest in education reented the time spent on classroom observation in the first year. Now the

"educational" input has been modified, numbers pared back and more work space built. The TV studio is newly equipped and converted to colour.

"We are chronically short of money but still building," says Douglas, "however, with so much practical content in the course, pressure on time and space are inevitable." Years One and Three are the practical ones. In the foundation years students spend one term on each aspect of the media, after which they must choose two disciplines. They learn and practice the language of the film set or studio, the basic principles of cinematography, radio and TV and finally, combining with two or three others to produce a short original documentary.

Not everyone starts off knowing what their specialism will be. "Those who choose Radio often do so after discovering a talent for it in the foundation year," says John

Thomas, recently a *Tonight* editor and now Head of Radio. "An exercise like the Apartheid rally in Trafalgar Square. Interviewing Tony Benn, finally putting together a polished programme in the studio gives them a taste for it. The equipment is light, and the relatively simple technology doesn't get in the way of the creativity. But I'd expect fewer people to do radio." In fact the ratio is around 2:2:1 for TV, Film and Radio.

The second "academic" year concentrates on the underlying theories and social, political and cultural influences affecting the media of their choice. It culminates in a 5,000 word critical study of the work and influences of one director.

"The written work is very demanding," Douglas explains. "It's one of the reasons I favour A level English as an entry qualification. It helps develop critical faculties as well as a feeling for language." Art comes in close second, with history, economics and languages, in third place.

It is department policy to give one third of the places to mature students. Many come from the allied fields of photography, advertising or public relations. They bring a breadth and maturity to the course, see the staff and in return get a new zest. But lengthy critical essays prove hard going for those who have been out of the classroom for some years.

In the third year, students specialise in one branch of the media and in a single aspect - perhaps Radio Drama or Light Entertainment; Narrative or Documentary films; Arts, News or Children's TV programmes. The final assessment is based on a 7,500 word special study, a three hour written paper and a 30 minute group production in which they are marked on their work in a chosen role - researcher, programme editor, vision mixer, scriptwriter or whatever.

booklet, and teachers have a clear responsibility to prepare their students for work experience. This booklet is more student-centred than the other two, letting them have a say in reviewing and recording their experience. Like the other booklets though, it falls short of helping students identify their own skills and those skills they will need to develop in the future.

Work experience should be an experience from which young people can grow, and more guidance to help them develop active skills would have improved this material. At £1.15 a copy this is expensive material and it is likely to prohibit distribution to class-sized groups, but it represents a useful reference for teachers.

Materials published by the ECIS are widely available in schools, colleges and the careers service. It seems a pity that the stereotypes associated with Careers mean that much of the published material will be directed, in some schools, to careers departments when it deserves to be more widely used across the curriculum.

## Engineering references

Alan Butler reviews engineering careers materials

Engineering Careers Materials  
EITB Publications, PO Box 75,  
Stockport, Cheshire.  
Sponsored by the Engineering Industry Training Board, The Engineering Employers Federation, and the Confederation of Shipbuilding and Engineering Unions.

The Engineering Careers Information Service deals with almost every aspect of careers in engineering, and it aims to attract the attention of young people, teachers and careers advisers and to improve the advice and information available to them. The range of publications includes resource materials for teachers, information for young people and an audio-visual director.

*Engineering Your Communications* has a wide range of applications. Most people agree that it is difficult to predict which skills will be needed in future. Growth industries are those based on new technology, and the development of that technology is accelerating. The Youth Training Scheme aims to help young people learn to be adaptable. Occupational-based training under the YTS will be more than job-

specific skills. Basic skills common to more than one occupational training family will be taught, and communications is one such skill here defined not simply as expressing oneself with clarity, but also as listening, with understanding. In-level English is not necessarily a prerequisite for developing communication skills, and this booklet underlines the importance of clear expression, listening and understanding.

This is an admirable resource for teachers, relevant to a variety of disciplines. It develops a number of ideas, first published by Doughty, Thornton & Pearce in *Language and Use* some 10 years ago, but is no less valuable for that. It complements recent publications in social and life skills, and can be used with

effect in an integrated studies approach.

The material will be welcomed by teachers in schools and colleges, and training officers and supervisors contributing to the Youth Training Scheme. Distribution to students and trainees may be limited by the cost of £1.80 a copy, but the booklet is good value as a teachers' text. *Mathematics and Engineering - an illustrated guide to basic skills* was prepared jointly by the Skills Centre for Mathematical Education, Nottingham University, and the ECIS. Engineering demands precision, and mathematics is at the heart of it. This publication contains examples of manufacturing operations undertaken by craftsmen, and explains the mathematics required to support them. It shows the relevance of the mathematics taught in school to

those of the world of work, and should be of value in pre and post school leaving courses. It costs £1.

The *Engineering Work Experience Guide* gives a valuable framework for preparation, reporting and follow-up, covering company details, technology, working with people, organisations, work and career choice, and new employers' selection. The process of helping students develop a critical approach to assessing work experience would have been encouraged more by the use of the Speedcop framework, eight categories which encourage the collection of both economic and training, and psycho-social aspects of job or organisations, and which are well-known to careers teachers and career officers. Many students will need more structured help in this area. The guide is published in this















# CYNGOR SIR DYFED COUNTY COUNCIL

Yn eiddau ar ym 1af Medi, 1983  
**1. YSGOL DEWISANT, TYDDEW**  
 (Grŵp 9; Cyfun 11-18)  
 Gwahoddi catedau oddi wrth raddediglon sydd a phroffad perthnasol am awydd

**PRIFATHRO/PRIFATHRAWES**  
 Yr ysgol uchod, rhaid wrth wyddosrth o Gymraeg. Arddor am fuffur gela (rhaid cynnwys arddor am arddor) at y Cymraegwr Arddor, Arddor, Pibwys, Cawlyddin, S431 2NH. Dydd dyddwys y catedau 17 yn eiddau ar ym 20af Mai, 1983.

Required for 1st September, 1983  
**ST. DAVID'S COUNTY SECONDARY SCHOOL (Group 9; 11-18 Comprehensive)**  
 Applications are invited from suitably experienced graduates for the post of

**HEADTEACHER**  
 of the above school. A knowledge of Welsh is essential. Application forms available on receipt of a stamped addressed envelope from the Director of Education, Education Department, Pibwys, Carmarthen, S431 2NH to whom they should be returned by 20th May, 1983.

2. Required for 1st September, 1983  
**QUEEN ELIZABETH CAMBRIA COMPREHENSIVE SCHOOL, CARMARTHEN (Group 10)**  
**HEADTEACHER**  
 Applications are invited from suitably experienced graduates for the post of

**HEADTEACHER**  
 of the above school. A knowledge of Welsh is essential. Application forms available on receipt of a stamped addressed envelope from the Director of Education, Education Department, Pibwys, Carmarthen, S431 2NH to whom they should be returned by 20th May, 1983.

3. Yn eiddau ar ym 1af Medi, 1983  
**PRIFATHRAWON/PRIFATHRAWESAU**  
 ar ym 1af Medi, 1983  
 (a) YSGOL YSARON YSARON (Grŵp 4)  
 (b) YSGOL YSARON YSARON (Grŵp 4)  
 Rhaid i'r ymgyddwr ar ym 1af Medi wrth ysgol am o lefwr bun mynnod mewn ysgol gynradd, a rhaid i'r ymgyddwr ar ym 20af Medi wrth ysgol am o lefwr bun mynnod o ddwydded. Mae gwybodaeth o Gymraeg yn hysbodus.

Arddor am fuffur gela (rhaid cynnwys arddor am arddor) at y Cymraegwr Arddor, Arddor, Pibwys, Cawlyddin, S431 2NH. Dydd dyddwys y catedau 17 yn eiddau ar ym 20af Mai, 1983.

4. Required for 1st September, 1983  
**HEADTEACHERS**  
 for the following schools:  
 (a) BRYN LUNIONFANT C.P. SCHOOL, LLANELLI (Group 4)  
 (b) DAFEN LUNIONFANT C.P. SCHOOL, LLANELLI (Group 4)  
 (c) YSGOL YSARON YSARON, LLANELLI (Group 4)  
 (d) COWPENWYD (INFANTS) C.P. SCHOOL, BURY PORT (Group 2)

Applications must have at least five years appropriate teaching experience. A knowledge of Welsh is desirable. Application forms available on receipt of a stamped addressed envelope from the Director of Education, Education Department, Pibwys, Carmarthen, S431 2NH to whom they should be returned by 20th May, 1983.

5. J. PHILLIPS, Director of Education, Education Department, Pibwys, Carmarthen, S431 2NH

## METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE

### Establishment of New (11-16) High School

#### HEADTEACHER DESIGNATE

Group 10 School Roll 900  
 Applications, together with full supporting letter, are invited for this post of Headteacher Designate for appointment from 1st January, 1984 or preferably earlier.

This appointment arises from the impending amalgamation of two 11-16 High Schools, Linskill High School and Preston High School, from September 1984. The timing of the appointment is intended to allow adequate time to prepare for the establishment of the new 11-16 co-educational comprehensive high school.

Applicants must be well qualified, experienced teachers with a commitment to the comprehensive school philosophy and to the qualities of leadership needed for this post. Further details and application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 0TW, to whom they should be returned within two weeks of the appearance of this advertisement.

North Tyneside

## BLATCHINGTON MILL SCHOOL

Holmes Avenue, Hove BN3 7LF  
**HEAD TEACHER**  
 Required January 1984 for this Group 12 mixed comprehensive school (12-18) with approximately 1,100 pupils on roll.

Relocation grants available in approved cases. Application forms and further details obtainable from and returnable to (SAE please).

The County Education Officer, PO Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG (Ref. PW/PL) by 27th May 1983.

East Sussex

## MIDDLE SCHOOL HEADSHIPS

### WARWICKSHIRE

**PARK HILL MIDDLE SCHOOL**  
 Kenilworth CV8 1JJ  
 Appointment of Head  
 Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 3 school (67 on roll) with effect from September 1984.

Application form and details may be obtained from the County Education Officer, Warwick Education Office, Warwick CV4 4SR, Tel: 04577 22171 to whom they should be returned by 15th May 1983. (04577) 150010

**Deputy Headships**  
**Second Masters/Mistresses**

**BERKSHIRE**  
**PRIORY COUNTY MIDDLE SCHOOL**  
 100, Avenue, Slough SL1 1JH  
 Appointment of Deputy Headteacher  
 Applications are invited from suitably qualified and experienced teachers for the post of Deputy Headteacher of this Group 3 school (100 on roll) with effect from September 1983.

Application form and details may be obtained from the County Education Officer, Slough Education Office, Slough SL1 1JH, Tel: 0494 438, to whom they should be returned by 20th May, 1983.

**DORSET**  
**WAREHAM COUNTY MIDDLE SCHOOL**  
 100, Avenue, Wareham BH20 1JH  
 Appointment of Deputy Headteacher  
 Applications are invited from suitably qualified and experienced teachers for the post of Deputy Headteacher of this Group 3 school (100 on roll) with effect from September 1983.

Application form and details may be obtained from the County Education Officer, Wareham Education Office, Wareham BH20 1JH, Tel: 01929 438, to whom they should be returned by 20th May, 1983.

**HAMPSHIRE**  
**TOWNHILL MIDDLE SCHOOL**  
 100, Avenue, Southampton SO9 1JH  
 Appointment of Deputy Headteacher  
 Applications are invited from suitably qualified and experienced teachers for the post of Deputy Headteacher of this Group 3 school (100 on roll) with effect from September 1983.

Application form and details may be obtained from the County Education Officer, Southampton Education Office, Southampton SO9 1JH, Tel: 0703 438, to whom they should be returned by 20th May, 1983.

**By Subject Classification**  
**Modern Languages**

**Scale 1 Posts**  
**HARROW**  
**EDUCATION COMMITTEE**  
 100, Avenue, Harrow HA1 1JH  
 Appointment of Headteacher  
 Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 3 school (100 on roll) with effect from September 1983.

Application form and details may be obtained from the County Education Officer, Harrow Education Office, Harrow HA1 1JH, Tel: 0181 438, to whom they should be returned by 20th May, 1983.

**Appointments of Headteachers**  
 Cumberland Middle School, Townroe Drive, Mansfield, Notts NG19 6JN  
 Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the Head Teacher. The vacancy is created by the retirement of the Head Teacher. The vacancy is created by the retirement of the Head Teacher.

Number on roll: 488 Salary Group: 7  
 Vacant: 1st September 1983.

**Ordsall Village Infant School, Ordsall Road, Retford, Notts. DN22 7SL**  
 Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the Head Teacher. The vacancy is created by the retirement of the Head Teacher. The vacancy is created by the retirement of the Head Teacher.

Number on roll: 186 + 40 place nursery. Salary Group 4.  
 Vacant: 1st September 1983.

**North Border Comprehensive School, Whitehouse Road, Brocton, Doncaster DN11 8EF**  
 Qualified Teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the Head Teacher. The vacancy is created by the retirement of the Head Teacher. The vacancy is created by the retirement of the Head Teacher.

Number on roll: 642 (plus 26 in VI form) Salary Group: 10.  
 Vacant: Now, to be filled as soon as possible.

Application forms and further details for the above posts may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.

Closing date for all posts: 20th May 1983.

Nottinghamshire County Council  
 County Hall, West Bridgford  
 Nottingham NG2 7QP

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

## THE TIMES EDUCATIONAL SUPPLEMENT

### Scale 2 Posts and above

**HEREFORD AND WORCESTER COUNTY COUNCIL**  
**REDDITCH ST. DEW'S R.C. MIDDLE SCHOOL**  
 100, Avenue, Redditch, Worcestershire B98 7HA  
 Appointment of Headteacher  
 Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 3 school (100 on roll) with effect from September 1983.

Application form and details may be obtained from the County Education Officer, Redditch Education Office, Redditch B98 7HA, Tel: 0452 438, to whom they should be returned by 20th May, 1983.

**Deputy Headships**  
**Second Masters/Mistresses**

**Other than by Subject Classification**  
**Herts of Department**

**BUCKINGHAMSHIRE**  
**BUCKINGHAMSHIRE AREA**  
 100, Avenue, Buckingham MK1 1JH  
 Appointment of Headteacher  
 Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 3 school (100 on roll) with effect from September 1983.

Application form and details may be obtained from the County Education Officer, Buckingham Education Office, Buckingham MK1 1JH, Tel: 01295 438, to whom they should be returned by 20th May, 1983.

**DORSET**  
**WEST MOORS MIDDLE SCHOOL**  
 100, Avenue, West Moors, Dorset DT1 1JH  
 Appointment of Headteacher  
 Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 3 school (100 on roll) with effect from September 1983.

Application form and details may be obtained from the County Education Officer, West Moors Education Office, West Moors DT1 1JH, Tel: 01305 438, to whom they should be returned by 20th May, 1983.

**HEREFORD AND WORCESTER COUNTY COUNCIL**  
**REDDITCH ST. DEW'S R.C. MIDDLE SCHOOL**  
 100, Avenue, Redditch, Worcestershire B98 7HA  
 Appointment of Headteacher  
 Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 3 school (100 on roll) with effect from September 1983.

Application form and details may be obtained from the County Education Officer, Redditch Education Office, Redditch B98 7HA, Tel: 0452 438, to whom they should be returned by 20th May, 1983.

**By Subject Classification**  
**Modern Languages**

**Scale 1 Posts**  
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**EDUCATION COMMITTEE**  
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**Deputy Headships**  
**Second Masters/Mistresses**

**Other than by Subject Classification**  
**Herts of Department**

**BUCKINGHAMSHIRE**  
**BUCKINGHAMSHIRE AREA**  
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**Deputy Headships**  
**Second Masters/Mistresses**

**Other than by Subject Classification**  
**Herts of Department**

**BUCKINGHAMSHIRE**  
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Nottinghamshire County Council  
 County Hall, West Bridgford  
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**Deputy Headships**  
**Second Masters/Mistresses**

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**Herts of Department**

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**BUCKINGHAMSHIRE AREA**  
 100, Avenue, Buckingham MK1 1JH  
 Appointment of Headteacher  
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Application form and details may be obtained from the County Education Officer, West Moors Education Office, West Moors DT1 1JH, Tel: 01305 438, to whom they should be returned by 20th May, 1983.

**HEREFORD AND WORCESTER COUNTY COUNCIL**  
**REDDITCH ST. DEW**







SECONDARY ART  
continued

## ROTHERHAM

## METROPOLITAN

## BRAMPTON ELLIS

## COMPREHENSIVE

## SCHOOL

## 11 - 16 Mixed, approx 415

## on roll

## Required for September, 1983

## ASSISTANT TEACHER -

## Scale 1

## Required for Art to

## take responsibility for the

## subject to public examina-

## tion level and able to offer

## a subsidiary subject. The

## school is to close in July

## 1985 but the interests of

## the successful candidate

## will be fully protected.

## Closing Date: 17th May,

## 1983.

## Curriculum vitae and

## details of two persons for

## reference to the Head

## teacher should be sent to

## the school, Rotherham

## S64 6JH. Tel: Rotherham

## 839333.

## W.B. Munell, Director

## of Personnel, Rotherham

## S64 6JH.

## SOMERSET

## SEXLEY SCHOOL

## Bristol

## (1) - 18 Co-ed, Boarding

## and Day, 160 on Roll, 850

## on September 1983.

## Teacher Scale 1 for Craft,

## Textiles and Design.

## Ability to offer subsidiary

## Art would be an advantage.

## This could be a resident-

## ial post with housing and

## local allowances offered.

## Application form and de-

## tails of the school should

## be sent to the Head

## Teacher, Sexley School,

## 15 May 1983. (074281)

## 1511222

## SUFFOLK

## SAMUEL WARD UPPER

## SCHOOL

## Suffolk

## Co-ed, 11-18, 180 on

## roll, 180 on Roll, 1800

## on September 1983.

## Teacher Scale 1 for Craft,

## Textiles and Design.

## Ability to offer subsidiary

## Art would be an advantage.

## This could be a resident-

## ial post with housing and

## local allowances offered.

## Application form and de-

## tails of the school should

## be sent to the Head

## Teacher, Samuel Ward

## Upper School, 15 May

## 1983. (074281)

## 1511222

## SURREY

## HOWARD OF EFFINGHAM

## Surrey

## Co-ed, 11-18, 180 on

## roll, 180 on Roll, 1800

## on September 1983.

## Teacher Scale 1 for Craft,

## Textiles and Design.

## Ability to offer subsidiary

## Art would be an advantage.

## This could be a resident-

## ial post with housing and

## local allowances offered.

## Application form and de-

## tails of the school should

## be sent to the Head

## Teacher, Howard of

## Effingham School, 15

## May 1983. (074281)

## 1511222

## WAKEFIELD

## CITY OF WAKEFIELD

## SCHOOL

## Wakefield

## Co-ed, 11-18, 180 on

## roll, 180 on Roll, 1800

## on September 1983.

## Teacher Scale 1 for Craft,

## Textiles and Design.

## Ability to offer subsidiary

## Art would be an advantage.

## This could be a resident-

## ial post with housing and

## local allowances offered.

## Application form and de-

## tails of the school should

## be sent to the Head

## Teacher, City of Wake-

## field School, 15 May

## 1983. (074281)

## 1511222

## WILMINGTON

## HEAD OF DEPARTMENT

## Wilmington

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## roll, 180 on Roll, 1800

## on September 1983.

## Teacher Scale 1 for Craft,

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## Head of Department, 15

## May 1983. (074281)

## 1511222

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## roll, 180 on Roll, 1800

## on September 1983.







EXTRA



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EDUCATIONAL TECHNOLOGY**

DOWNHILL,  
74 VICTORIA CRESCENT ROAD,  
GLASGOW G12 9JN.  
041 334 9314



A compact disc and players.

**Super disc?**

*continued from previous page*

Indeed no one pretends the Compact Disc represents a short term threat to ordinary records and gramophones. Shops, homes and factories all round the world have such a vast investment in black vinyl LP records and equipment that for many years to come, Compact Disc will only be thought of as an addition to an ordinary gramophone. That said, there are two ways in which the record industry can use Compact Disc to its advantage, and attract customers to the new medium. It can re-issue old analogue recordings on new Compact Disc format or it can issue new digital recordings on Compact Disc. Either approach has an advantage. The very high audio quality available from Compact Disc means that for the first time a domestic or educational hi fi system can reproduce sound, virtually equivalent to those heard in the control room of the recording studio. So the re-issue of an old recording on Compact Disc will usually sound better than

the vinyl analogue issue. Incidentally, because Compact Disc offers such clarity of reproduction it will also lay bare any faults in the original. This may mean the new issue sounds less desirable than the original.

A Compact Disc derived from a digital master tape will offer higher quality than is technically possible from analogue disc, for the simple reason that there are physical limitations to the audio signals which a stylus can track in a record groove. Digital master tapes normally have to be compressed and equalized, with the sound and frequency range artificially limited, before they can be cut onto an analogue vinyl disc for home reproduction.

For schools, however, the single most important advantage of Compact Disc is its robustness. It isn't, as popular legend might have you believe, unbreakable. You can easily break a Compact Disc if you try, just as you can break an "unbreakable" LP. But with normal use it won't wear out. This is something you certainly can't say about an LP disc. Anyone who has a collection

of old records, played years ago on quality equipment, will know how bad their sound when now played on good equipment. Both in theory and in practice, a Compact Disc bought now will not lose its hi fi quality, even if it is used hard for a hundred years. The only proviso is that the disc surface is not seriously damaged. Even small surface scratches that would spoil an LP won't affect the sound of a Compact Disc because the laser sees straight through them.

Up to a point, you can dirty the surface, and it will still play. There have been exaggerated claims, including one on television, which suggest that you can still play a Compact Disc after its surface has been smeared with a liberal helping of honey. This is partly true, but you need to clean the honey off before you try and play the disc. Otherwise you'll gum up the player's works. The crucial point is that you can treat the surface of a Compact Disc with far less respect than a grooved LP. This alone should make Compact Disc a winner for schools.

## Curriculum index

Jane Burton on a new application for Prestel

New technologies are enlarging our repertoire of educational resources, and progressively enhancing, and sometimes subsuming, traditional educational methods throughout the curriculum.

In this new environment, teachers are expected not only to impart knowledge of a particular subject of study, but also to develop the information skills (sometimes linked to study or learning skills) of learners, young and old. The object is to enable learners to cope with the increased range of information tools and the subsequent "information handling" in respect of the field of study concerned.

One method pioneered by the Council for Educational Technology (CET) is the exploitation of a viewdata system (Prestel) as an educational resource across the curriculum. This brings an important component of the new technology within the grasp of those who are not mathematicians, computer scientists or academic experts. It introduces a computer-based information system and one with applications of wider relevance and use than the traditional functions of information storage and retrieval calculation.

The first national viewdata system, Prestel, not only facilitates access to vast quantities of information, but also invites users to interact with the system: it encourages responses to the information provided.

In developing Prestel as an educational resource (following a one year trial of "Prestel in Education" (1980/81), CET has focused on the development of training materials for use with this medium, and the creation and design of educational databases. This has included the setting up of a Curriculum Index. All Prestel pages have been searched, and reference to

information useful in an educational context found, classified under 64 subject headings from archaeology to woodwork. A built-in updating method has been established.

The Index starts on Prestel page \*21173#. It not only reflects current curriculum coverage but also provides reference to information of assistance to learners and teachers beyond curriculum-specific requirements at all levels of learning and teaching.

References were initially sought by a group of 20 specialists: teachers from primary, secondary, further and higher education and training, librarians and advisers, from all over the UK, each one being responsible for a cluster of like topics. This search proved fruitful in every subject area except classics.

The entries are obviously dependent upon the information available from current information providers, so under some of the headings there may be only two or three references, whilst under others five or six pages of references may be listed under sub-headings.

Checks on the database need to be made at intervals to ensure that information and references is still available and new information is incorporated. This is where the interactive nature of the Index. Users are encouraged to participate in the development of the Index by using the response frames provided.

This is to enable users to let us know if a reference needs to be deleted if they find it is no longer available, and, equally important, to inform us of a new one found so that it can be inserted. Suggestions for improvements are requested, as well as a note of spelling mistakes or routing errors. The 20 specialists do this, as well as supervising the

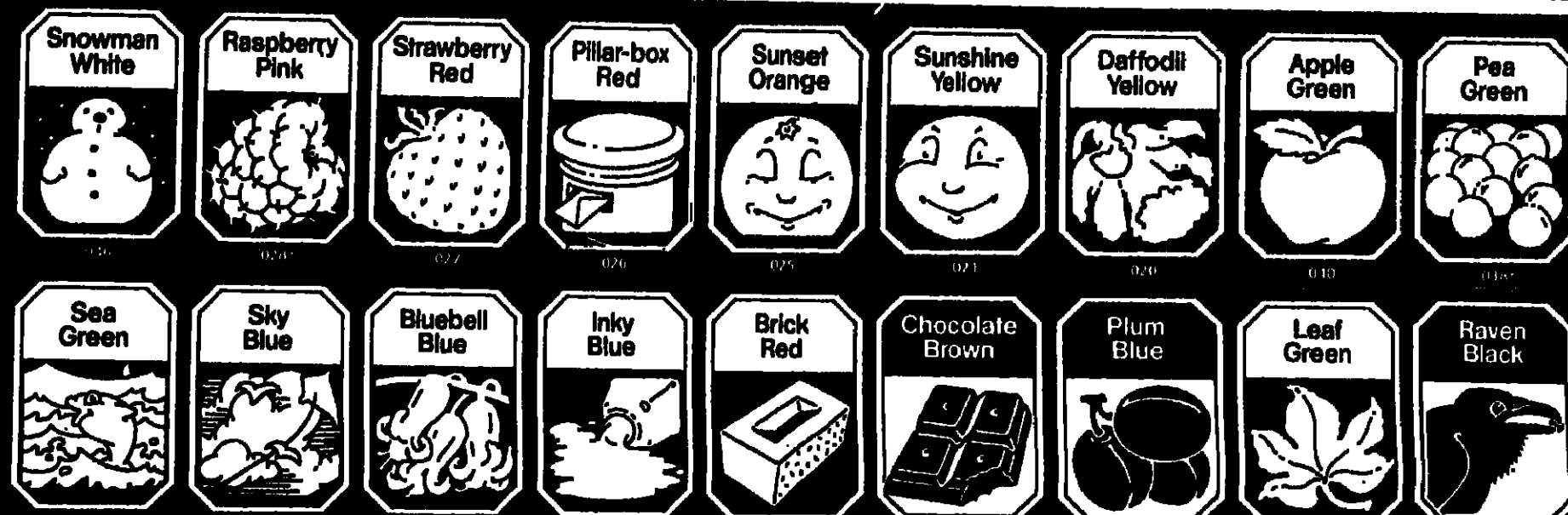
maintenance of the database to ensure the appropriateness of references listed.

The Index is a computer based information system which is easy to use and which also acts as an introduction to keyboard skills, word systems and electronic message sending. It complements traditional information tools in that the Prestel display of information is often in an analogous form to dictionaries, bibliographies, statistical tables and familiar reference books generally.

The selected information provided for learning and teaching by means of the Index, hopefully, triggers a higher level or more detailed search, encouraging wider and better use of information and saving costly online time. It places at the disposal of teachers another resource to aid classroom work in conjunction with the new technology.

No Curriculum Index on such a system can ever be definitive, still less comprehensive. There is no foreseeable end to the information explosion in the computer age, and no limit to the alternative ways of classifying (and hence referencing) information. No matter how extensive, well organized, and easy to use are the indexed references, they cannot guide users magically to information which was never in the store in the first place.

While it represents a significant development in the design of an international educational database, the CET Curriculum Index remains a working document. For all the new resources it offers, it relies on the active participation of users to increase its usefulness and value. The interaction of user and system marks its limitation and its virtue. So please turn to Prestel page \*21173#.



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# Lessons from CLAIRE

W J K Davies reports on an information system for six counties

The trouble with "clever clever" acronyms is that they acquire unbreakable connotations. Project CLAIRE sounded a good title because it encapsulated: "County Links Access to Information about Resources and Expertise". It was designed to cover the development and trial of a complete information-providing system within the six counties of Bedfordshire, Buckinghamshire, Cambridgeshire, Hertfordshire, Norfolk and Suffolk, and was supported by CET's "County Links" project. Unfortunately we also called the major database Claire, so that when most people talk about "Claire" the database is what they are thinking of... which gives an entirely false impression.

The original technical system of Claire was as shown in the accompanying diagram. At the time of design (1980/1) the only feasible means of controlling the data retrieval seemed to be to use referral centres in each county. It was also intended to help users, since by telephoning they could get someone else to do the work and simply receive the result.

The trouble has not generally been the system. It has been that educational users were not - and are not, even now - naturally inclined to the idea that one can get a wide range of information just by asking a simple source.

In 1983 we have a changing situation... or do we? The first thing one learns when trying to be practical is that all the whizz-kids and PR men appear never to have tried out what they are advocating. Modern information technology may be wonderful, but in real life there are unforeseen snags. For instance:

● How do you ensure that users don't think with the data out of curiosity or malice? It is important that live data is accurate, but institutions need editing programs for other purposes.

● How do you ensure that the information is up to date? The Prestel promoters and others have sold the idea that computerized data is now: sophisticated users to mean that any data coming off a computer must be OK. This is not necessarily so. Only by keeping to a referral service can you maintain control on line data. No doubt when we all use Gateway (or its successor) we will automatically wipe and update at intervals. That will not be for some time.

● Can you afford the cost of processing and updating data on a real live file? At present it is very clumsy, even with the help of our friendly neighbourhood RIC which, when pressed, comes up with little utilities to alleviate the problem. This needs a proper study. For instance, are files going to be incompatible just because of differing storage formats (eg. lines, as against "packed" data)?

● The perspective has to be right. It doesn't matter to a user if a complex search through, say, 1,000 major entries can be done in only 15 minutes while to do it manually would take two or three hours. Time is relative. We all know that on the telly you only have to tap a couple of buttons on your spaceship console and the information comes pouring out both on the screen and in a friendly 3P voice as well. Therefore, direct customers (ie. those standing waiting) get restive. So we are going to need a lot more memory and easily accessible storage space if sizeable files are going to be instantly available locally using micros.

At present we are at a crossroads. The original idea was to give widespread easy access to information about a region, to schools in that region. Now we have a big file, capable of being split for special

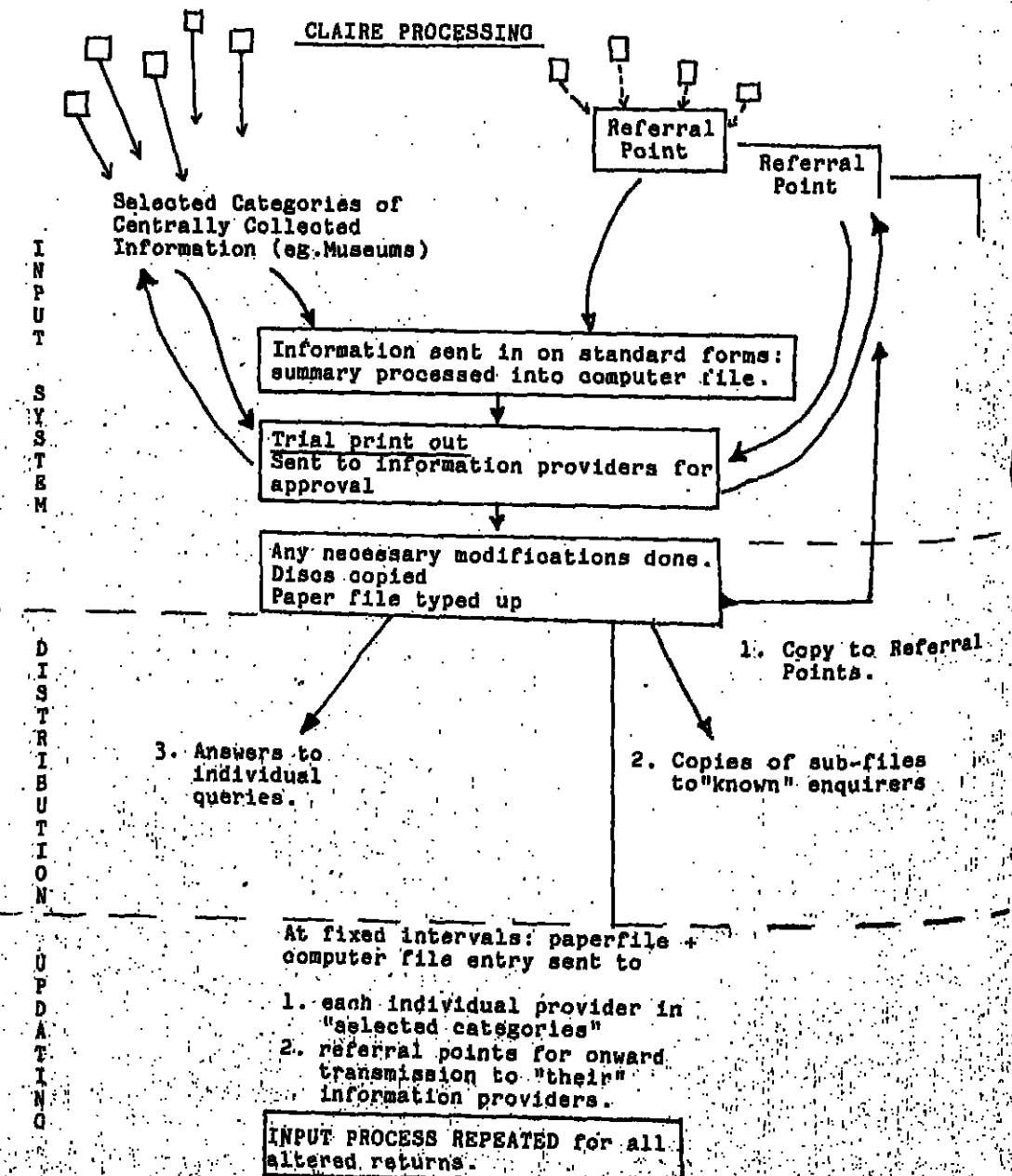
purposes. It works, technically, even with current software. Given a year or two, the information should be useful, provided the technology is there and people think of using it as a natural part of their work.

The impression we get is that during the next year or so we need to assemble a variety of big, useful files so that when the development happens we have a "critical mass". In this way a school or college can be supplied with enough relevant information to satisfy curiosity - a fact that perhaps could not be found assembled elsewhere. If that could be achieved, staff and pupils may start using IT in the same way as they use a library - without thinking about it.

There are plenty of lessons from Claire and we are still learning. To date, it seems that in one sense the "experts" are right, now. There is considerable potential for local use of computerized information handling techniques; and the technicalities can be improved all the time. But to find out all the practical, peripheral snags - and put pressure on the technology to improve - we need to do a lot more practical work on trying out collection and distribution systems, testing current retrieval programs beyond their limits, and preparing a range of live data.

In order to get local (ie. institutional) use, the institution needs to have a range of information files, as well as easy access to updating. If we don't have the data available in critical mass and a malleable form, it may take a long time for users to take its use for granted.

"On the ground" we are likely to be stuck with the 32 or 56K 8-bit processing equipment for several years. For information retrieval at anything other than Viewdata, shouldn't we find out if it is going to be anything more than an interesting toy?



EXTRA

# More like a business?

Derick Last on the costing and pricing of locally produced materials

Educational publishers and suppliers were never threatened by the existence of i.e.a. resource centres and teachers' centre production and publication. There are a number of reasons for this, not least the fact that, on the whole, such enterprises lack the necessary publicity and distribution networks.

Although publishers smile wryly when i.e.a. resource directors speak of mark-ups in the region of x2 (the factor by which production costs are multiplied) they know that this does not allow for enough promotion to constitute a real threat to their own business.

In the real world, mark-ups have to be much higher than x2, because in financial terms, producing something is quite a lot less than half the process. Selling, say 2000 copies of a source book, means finding the two teachers in two hundred who are likely to be interested and persuading one of them to buy a copy. That is a very difficult and expensive operation.

Many publishers are keen to work closely with i.e.a. and similar production/publishing centres. This operates at several levels, ranging from building a product based on local level research and early development, through joint production and publication, to the promotion and distribution of materials produced locally.

Computer software is the most recent example of the link between local production and national distribution. Although this is due in part to it being a new field, there are other, more fundamental and

include and what to leave out. In forcing the decision, it also forces the discussion about why some items receive subsidy and others not, or why there are different levels of subsidy.

These cost effectiveness pressures also have less acceptable repercussions, however. It was always difficult to decide what to publish and what not to publish out of a bewildering range of possibilities. It is now even more complicated, in that there is a tendency to give priority to items which are more likely to at least pay their way.

This could become a major drawback, especially if a resource centre sees its materials as important elements in a wider curriculum development strategy. Perhaps we should not be surprised that in the process of becoming more businesslike we find ourselves becoming more like business. Being careful about costing and pricing, and putting more effort into identifying the market in advance of publication, are just two ways of offsetting the drawback.

It may well be necessary to do more than just increase efficiency in order to continue to produce and publish the minority interest materials. In each case it will be a question of enlarging the potential market. This need not mean persuading more people to buy something they don't really need, but rather making sure that more get to

**'Perhaps we should not be surprised that in the process of becoming more businesslike we find ourselves becoming more like a business'**

know that a particular item is available.

At the moment there is very little chance that an i.e.a. resource centre would be given the go-ahead to set up its own sales/promotion unit. This may not be the best solution

anyway. Perhaps a better alternative is to strengthen contact with established educational suppliers. The output of many i.e.a. production units is often diverse, but there is a wide diversity of distributors, so it should be possible to get items on to the most appropriate lists. Mark-ups will be high, but some of that increase will be offset by the lower unit costs of longer print runs.

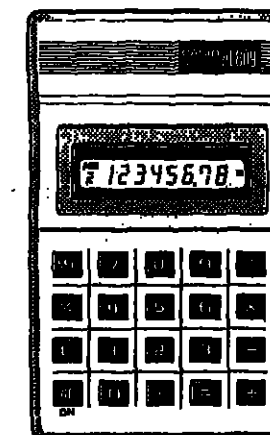
Another, and in some ways more satisfying way of increasing the potential market is to be found in cooperation and coordination within a region of five or six i.e.a.s. A range of small producing and publishing agencies working in a network in which there is a regional resource centre has much to commend it. Although time, energy and finance are needed for setting up a regional network, the potential for cost-effective resource provision and educationally effective curriculum development is very attractive.

The effects of the new technologies on work and lifestyles on the one hand, and on learning on the

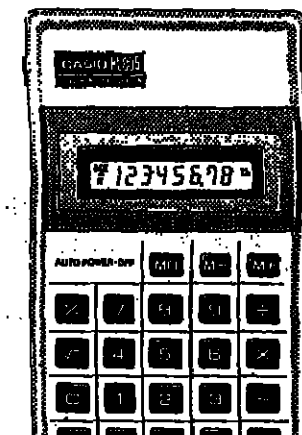
other, are going to have far-reaching implications for schools during what remains of this century. One of these is surely the need during the next 18 years to meet a growing demand for access to knowledge, information and skills not just during the traditional four to eight-year-old period but throughout life. If society is going to have appropriate resources to meet these demands, the experience and expertise within the education service needs to be maintained and made ready for action. Efficiency is excellent as a means to an end, less so an end in itself. It is also false if applied to one section in a complex system without reference to what effect that action has on neighbouring sections.

*\*Guidelines on Costing and Pricing Learning Materials, together with a pad of Job, Costings and Pricing Sheets, are published by and obtainable from CET, 3 Devonshire Street, London W1N 2BA. Approx £4.50.*

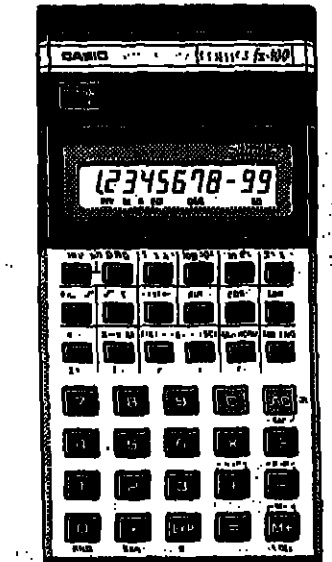
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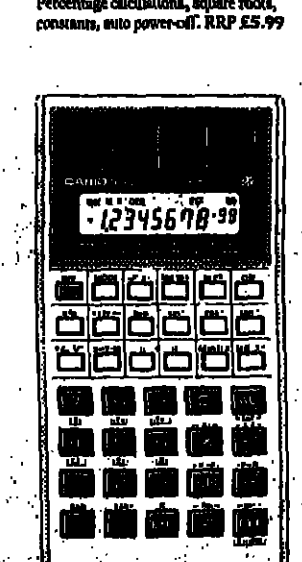
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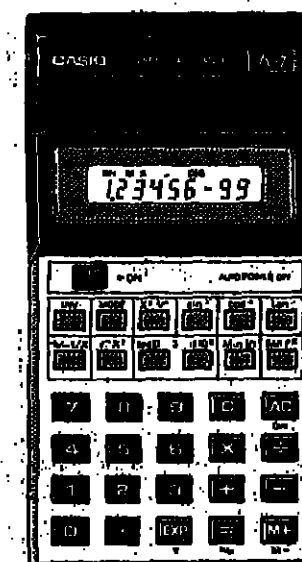
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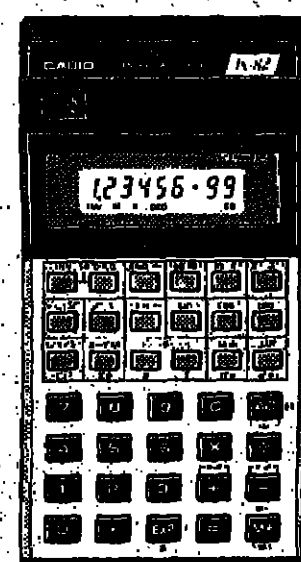
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EXTRA

## No bandwagon

Gillian Klein surveys resources for multi-racial education

"If there has been a growth area in multiracial education in recent years, it has been in the written word," writes David Milner in *Children and Race Ten Years On*, published by Ward Lock this month. And certainly new publications are pouring off the presses, both alternative and mainstream, but all concentrated on a few concerns.

The overall provision, however, is still far from adequate - nor will it become so until publishers recognize that "multiracial books" are not a bandwagon, but that their books should serve responsibly all the children growing up in our culturally diverse islands.

There are, for example, far too few good picture books, on the lines of Carol Lloyd's *Nanny's Bedtime* (Bodley). And despite admirable efforts from Targuin Press, Heinemann's *Reading about Science* and Addison Wesley's *Look* series, there is nothing of the standard of Claudia Zaslavsky's enchanting books from the USA. *Count on Your Fingers African Style*, and *Tic Tac Toe*, about number games from around the world. At least these can be ordered easily through Harper and Row. Wheaton's *Read and Do* series, however, has made a promising start with *Touch and Feel*.

In four or five areas, however, we have for the first time the luxurious possibility of choice. For those who are working towards educating our future citizens for their place in a racially and culturally, religiously and linguistically diverse society, and attempting in schools to combat racism, there are an increasing number of resources both for our own guidance and to support the curriculum.

Not only more, but often better: many publishers continue to consult at manuscript stage, and the Educational Publishers Council has done a complete volte face since their seminar in November of 1980, proclaiming now their commitment to producing materials appropriate to the multicultural society. Which is not to say that some of their number do not continue to turn blind eyes to their own racist publications, and deaf ears to complaints.

But as in-service education raises the awareness of more teachers and librarians to bias in books, and as more account is taken of the recommendations of Rampton, and the Home Office to replace racist materials in schools, these publishers may at last scrap these offerings. If only because they no longer sell.

Some well-proven initiatives continue: Rukhsana Smith, Tony

Drake, Gillian Cross, Bernard Ashley, Farrukh Dhondy, Jamila Gavin have all brought out new novels with convincing and positive characters from a diversity of cultures.

Those two fine Black American authors, Mildred Taylor and Rosa Guy, have each produced splendid sequels for Gollancz. Successful series continue and develop, like Hamish Hamilton's photo books, now using new authors Ming Tsow (*A Day with Ling*) and Ian Menter (*Carnival*), and A&C Black's *Beans*, extending to Arab and Aboriginal families.

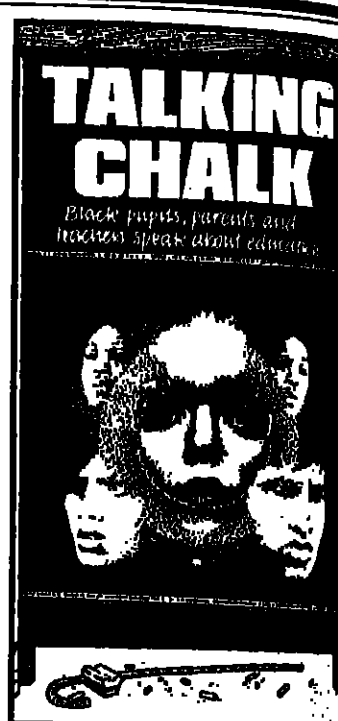
MacDonald, while still distributing their *Countries and Starters* series, which epitomize an Anglocentric viewpoint and the stereotyping of every nationality (eg "all Spanish families are the same") have nevertheless brought out two outstanding picture reference books, Richard Thames's *The Muslim World* and *The Hindu World* by Patricia Bahree.

The increase in new materials means that an article of this length cannot possibly mention all the good ones. Instead, I shall now consider some of the key areas of concern.

The topic which has mushroomed most dramatically in schools: a sensitive and important area, impossible to deal with in a paragraph. I have no choice but to refer readers to the *Inter-Cultural Affairs Briefing* (to be published by the Centre for Contemporary Studies in the summer). I have tried to evaluate all the resources, for both teachers and students, that have been developed for educating teachers about racism and for teaching race relations in the classroom.

One point I wish to make here is eloquently illustrated in ALTAP's (a list of organizations with their full titles is on the back page) excellent video, *Racism - the 4th R*: that bringing it into the open is the first step to combating racism in schools and so, ideally, in future society. Adopting the ostrich position and hoping it will go away, simply doesn't work. But whether it can be dealt with in a programme of lessons, however well-structured, depends far more on the nature of the school and the awareness of the staff themselves than on the materials used.

In the context of the curriculum, and with careful preparation, one might begin with the chapter by Peter Dickinson in *Race, Migration and Schooling* edited by John Tierney (Holt), which explodes with hard facts the 10 most prevalent myths about race, starting with the one that "immigrants are black".



A selection of illustrations from books discussed in the article.

The rest of that book could virtually be required reading for teachers. The whole issue of racism is one that could gain from the support of INSET; for before teachers start talking to their students about prejudices and racism, they need to confront their own. It is resources for training that can be most readily recommended, rather than materials for use in the classroom.

Though not taught as a topic, racism should be dealt with in context of the curriculum. How to build it into geography, for example, by using books such as R. Prosser's *Tourism* (Nelson) is splendidly expounded in a *Multicultural Society - geography*. Though the Schools Council has not published the report, it is available from the Commission for Racial Equality, and a detailed summary plus the full list of recommendations is published in the Spring, 1983 issue of *Multicultural Teaching*. History departments have taken on

such issues for years: currently there's a move away from teaching about slavery and towards teaching about black peoples' contribution to society. This approach, is exemplified by a new pack from Coventry's MSSU on the nurse *Mary Seacole*. Issues of colonialism and the origins within it of racism are also magnificently delineated in two publications from the Institute of Race Relations: *Roots of Racism* and *Patterns of Racism*.

The historical perspective of the Holocaust is well resourced by the *Auschwitz Pack*, obtainable from the Auschwitz Education Committee, and in *Churban*, from the Michael Goussard Foundation in which Tony Bayfield chronicles the Nazi atrocities through contemporary documents. Closer to home, children and adults express their experiences of racism in the exceptional materials of the Afro-Caribbean Education Resource project (ACER), and teachers should take note also of AFFOR's *Talking Chalk*.

Adjacent, but cooler ground, is covered by academics and sociologists, who have much to offer teachers. Verma Gajendra with Chris Bagley, Barry Troyna, Charles Husband, Ernest Cashmore and Louis Cohen, have all extended understanding in new books.

Low Barton and Stephen Walker's *Race, Class and Education* (Croom Helm), like the Tierney book already mentioned, and Monica Taylor's scholarly review of research, *Gap Between* (NFER-Nelson) all have extremely useful bibliographies. The CRE has just published a new booklet of current research which might have been more useful if more of the information in it were correct.

Another area gaining - rightly - in importance, is resources to support community languages. The CRE's *ILEA World in a City* packs (available from ILEA's Learning Materials Service) are invaluable for FE and secondary schools, and are increasingly being used for adult education. Some wonder, when the bilingual cards offer a basic "survival kit" in Chinese, Greek, Spanish and Urdu, Bengali, Gujarati, Punjabi and Urdu, all in dual texts with English.

The first materials from the Schools Council Mother Tongue project are due out soon, in Greek and Bengali. BBC Radio continues to tell its enchanting *Mother-Tongue Story*, and more and more i.e.s themselves produce materials in home languages. Among these are Waltham Forest, Wolverhampton, Coventry, Croydon (including Vietnamese) and Newham to name only a few. Shakti Books House and Soma Books are the leading importers of materials from the Indian subcontinent and Ugawhwa can produce materials from China and Hong Kong.

One mainstream publisher, Methuen, has used adventurous alternative measures, providing poets on translations for sets C and D of their admirable *Terraced House* readers. These are currently produced in Urdu, Bengali and Greek, with a view to other languages as demanded.

For the same infant age range, Methuen's *Fancy Dress Party* outlines key words in Chinese, Punjabi, Turkish and Spanish, as will the forthcoming *Scrapbooks*. The excellent *City Kids* series for older children, in sets of English, Greek, Italian, Turkish or "no-text", are about to be reissued by Scholastic, and deserve to be snapped up.

continued on next page

# BRAINWAVE

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# AWARDS '83

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There is over £7,000 in prize money, a trophy for the winner, framed certificates for all winners and runners-up, together with royalty payments for any idea which is produced commercially.

The closing date is October 1, 1983.

Entries can be in any of the following categories: mathematics; remedial education; special education; pre-school; arts and crafts; and science.

There is also a pupils' category.



## PUPILS' CATEGORY

This new category is open to all pupils in primary and secondary schools. Ideas can be submitted by individuals or groups. If the brainwave comes from a group project the prize money will be shared equally among the members. The pupils' entry does not have to be in any of the categories mentioned above, but could be an aid for any subject area.

## PRIZES

From the category winners an overall winner will be chosen and will receive a cash prize of £500, the Brainwave trophy and a framed certificate plus £1,500 for the winning entrant's school. Each category winner will receive £150

with £350 for the winning entrant's school; £75 for the runner-up and £175 for the school.

## LAST YEAR'S WINNER

The overall winner in 1982 was Vicky Brereton, Deputy Head of Cobham County First School with Hang-ups a wooden stand with hooks on both sides on which cards, bags and other items can be hung. The items for hanging can be stored in an index card box. The judges felt the idea had great potential for teaching numbers and could be the centrepiece of a primary school classroom. "A way of life" was how one described it.



## FINALS JUDGES

Chairman: Leonard Marsh, Principal of Bishop Grosseteste College, Lincoln  
Heather Brigstocke, High Mistress St Paul's Girls' School, Hammersmith  
Nigel Hall, Lecturer in Education in the Design for Learning Department, Manchester Polytechnic  
Michael Wright of Hestair Hope; Carolyn O'Grady of the Times Educational Supplement

## CATEGORY JUDGES

### Mathematics

Lindsay Logan, Principal Lecturer in Mathematics at Dundee College of Education  
Andrew Rothery, Lecturer in Primary Mathematics, Worcester College of Education

### Remedial Education

Joan Davey, retired Senior Lecturer at a College of Education  
Mary Jane Drummond, teacher at a Sheffield Infant School

### Special Education

Winifred Tumim, member of the Warnock Committee, Author Roma Lear, Toy Library Association, advisor on aids for children with special needs

### Pre-school

Richard C. Woolfson of East Kilbride Child Guidance Service  
A representative from the Pre-school Parents' Association

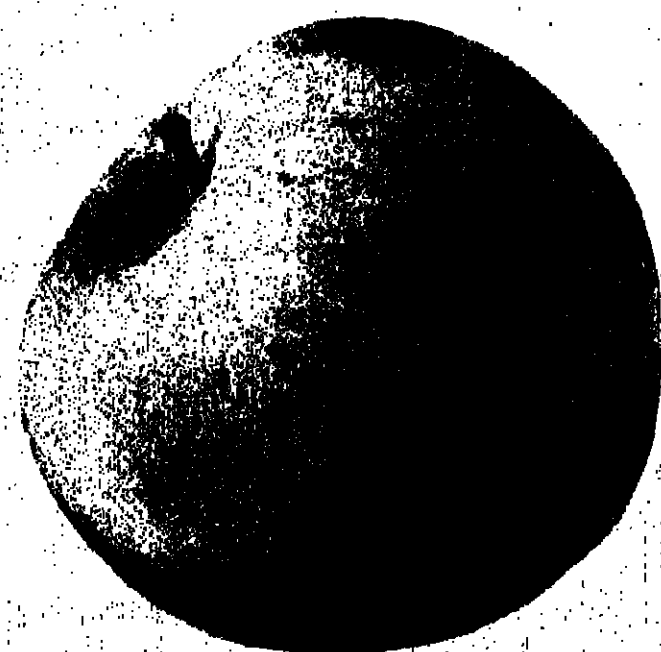
### Arts and Crafts

Anne Barnes, teacher in the Humanities Department of Holland Park School, London  
Peter Dormer, writer on arts and crafts and exhibition organiser

### Pupils' category

Nick Thomas, education journalist  
Gerald Haig, Headmaster of Henry Bellairs CE Middle School, Nuneaton

# A search for new ideas in education



## Science

Jackie Hardie, Science Advisor for the London Borough of Waltham Forest  
Philip Hytch, Lecturer in Science at Worcester College of Education



## RULES AND CONDITIONS OF ENTRY

- The competition is open to all practising teachers who must be resident in the United Kingdom or in employment with an international school abroad. Employees of Times Newspapers, Hestair Hope Limited, their advertising and service agencies, members of the judging panel, all families of such persons and residents outside the United Kingdom shall not be eligible to enter.
- All entries must be original and there is no limit to the number of entries which may be submitted. Entries should be sent to: The Brainwave Awards 1983, The Marketing Department, Hestair Hope Limited, St. Philip's Drive, Royton, Oldham OL2 6AG to arrive not later than October 1, 1983. Proof of postage cannot be accepted as proof of receipt.
- The organisers regret that receipt of work cannot be acknowledged.
- Entries can be submitted in any format (i.e. photograph, model, written and illustrated description etc.) but must contain sufficient information for full evaluation without additional referral.
- Each entry must be accompanied by a fully completed official entry form. The entry will not be returned unless a written request is enclosed with the entry, together with a self-addressed label.
- No liability will be accepted for loss or damage of any entry, either in transit or whilst the entry is held by the organisers of the competition.
- Entry to the competition implies that Hestair Hope shall have the option to produce and market the "Brainwave" submitted, on agreed commercial terms.
- The competition will be judged by a panel appointed jointly by the Times Educational Supplement and Hestair Hope Limited. The decision of the judges on all points will be final, and no correspondence regarding the competition will be entered into.
- All prize winners will be notified by post. A list of prize winners will be published in The Times Educational Supplement and will be available from Hestair Hope Limited after December 1, 1983.
- It is a condition of entry that competitors agree to be bound by the rules of the competition.



## HOW TO ENTER

- Complete the entry form above and send it together with a photograph, illustration or prototype and a detailed description of your 'Brainwave' to the address below.
- There is no limit to the number of entries you can submit, but each submission must be accompanied by a separate entry form.
- Additional entry forms can be obtained by telephoning Wendy Perrins on 061-652 1411 or writing to: The Brainwave Awards 1983, The Marketing Department, Hestair Hope Limited, Freeport, St Philip's Drive, Royton, Oldham. OL2 6AG

## DON'T DELAY

All entries must be received by October 1, 1983. Judging will take place during October and November 1983. All prize winners will receive their awards at a special presentation to take place in December 1983.

PLEASE READ THE RULES CAREFULLY BEFORE ENTERING

The Brainwave Awards'83.  
Official Entry Form

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School/Establishment	
School/Establishment Address	
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Position Held	
I agree to abide by the rules and conditions of entry.	
Signed	Date

## CATEGORIES

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☐ Science    ☐ Mathematics    ☐ Pre-school    ☐ Pupils'

PLEASE TICK ONE CATEGORY BOX ONLY

EXTRA

## Markets and micros

Carolyn O'Grady on plans to sell the BBC Microcomputer in the USA



Continued from previous page

Materials for bilingual under-fives have been published by LMS. They include an enchanting set of jigsaw puzzles. These were developed at CUES, which is now working on English language support materials for use in multilingual primary schools. Their approach to meeting the language needs of bilingual children in the mainstream classroom is wonderfully articulated for teachers on LMS video VLME 2.

Also in ILEA, the Collaborative Learning project is developing materials appropriate for topic work in secondary classrooms, to be used collaboratively by mono- and bilingual children. The colourful LMS Welcome Poster, in 31 languages, should grace the entrance to every school and their ABC Prize - the same pictures double for a set of playing cards - deliciously refreshes an old learning aid.

For secondary pupils, language issues such as bilingualism, dialect and accent are explored in a marvellous book from the English Centre, simply called *Languages*. For teachers, Jane Miller has written a stylish book full of sense, knowledge and insight. It is called *Many Voices: Bilingualism, Culture and Education* (Routledge).

One area that is not new is the "how to" books for teaching for a multicultural society. The Schools Council offered guidance with *Multi-ethnic Education: the Way Forward* and Richard Willey's *Teaching in Multicultural Britain*. In *The School in the Multicultural Society* (Harper and Row), James and Jeffcoat offer some useful papers, several of which are practically classics.

More tempting because more immediately accessible is *Multicultural Teaching* by M. Saunders, but in collecting up so much theory on the subject without necessarily incorporating it in the advice he dispenses, he may well mislead the audience he is most likely to attract: apprehensive but well-meaning beginners.

James Lynch in *The Multicultural Curriculum* (Batsford) is more in tune with current thinking and gives a most readable overview, with the practicality and immediacy of a periodical - apt in a field where there are no hard answers. We are still at the stage of asking questions, and ILEA's Multicultural Inspectorate do just this in their *Education for a Multi-ethnic Society: in Aide-Memoire for the Inspectorate* (LMS), enabling teachers to evaluate their practice in their own schools.

David Milner's enlightening and readable *Children and Race Ten Years On* doesn't belong with classroom practice, but if his 1975 edition was anything to go by, it will be used by teachers and teacher-trainers for guidance.

Ideologies, theories and approaches change; important new voices are heard - increasingly from the communities themselves. Periodicals are the ideal way to keep abreast of new developments. The NAME journal now adopts an in-

Continued on back page

is well aware that there may be an extensive market in the USA for the software it has sponsored and much of this software is being evaluated to see if it would be suitable for the US market. Acorn and the BBC also produce their own software for the BBC machine. Discussions are also underway with American software publishers.

Harvey Lawner doubts if the Englishness of the computer will tell against it, after all one of the greatest international success stories has been the Sinclair ZX 80, a British computer. However, Clive Sinclair got in early, and saw a gap in the market: for an extremely low priced computer with small memory for the computing beginner. The BBC Micro will have to compete with the already established plans, Apple, Texas Instrument and IBM. However, one point American observers do underline: schools in the USA have decided that this is the year to buy computers.

## SIR on trial

by John Lewis

The first public demonstration of SIR - the British Library educational database management system - was given to an invited audience of educationalists recently at Islington and Syon School. This school has been one of the six trialling SIR (Schools Information Retrieval) for the past two years and based on their experiences it is a powerful package which lives up to rumours which have been circulating. Unlike many other systems it allows random access searches which speeds up the search time and adds to its flexibility.

The school has built up a collection of separate data bases on such diverse topics as Careers and Fiction. These are used by pupils across the whole spread of age, ability and subject who have access to a 380Z microcomputer permanently located in the library and dedicated to this task. Jean Beck, who was the Librarian in the school when the project was initiated but who now works with the Microelectronics Education, reported that it was used throughout the day with pupils even creating their own databases.

To aid the introduction and use of SIR a range of teaching materials had been produced which dealt with the general skills of information technology as well as the specific procedures needed to operate SIR. A demonstration by pupils, including some from the first year, showed how easy it was to use and how quite complex searches could be undertaken using the combinational operators.

Hugh Pinnock of the British Library Research & Development Department, which has funded this work with some £50,000, said that a contract was about to be signed with Research Machines who would then distribute the software for use on their 380Z and 480Z machines. A version had just been produced which would run on a BBC Micro equipped with twin disc drives and hopefully this would be available in the late summer when a suitable distributor had been found. The RML version should be out by the end of May and will cost around £60 including full documentation.

With this sort of backing, and the extensive facilities offered by the program itself, SIR looks set not just to become an educational tool to teach about information technology but also the standard data retrieval package for use in administration and libraries. Schools can now afford to move into the Information Era.

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EXTRA

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## Keys to spelling

Sheila Lawless on using computers to improve spelling

Spelling is not an obvious field in which to use computers to aid learning. First, a computer does not use the primary tool for improving spelling, that of writing. All the major writers on spelling techniques stress the value and importance of the act of writing as a means of learning to spell accurately. The time-honoured practice of writing out spellings or the finger-tracing Fernald method both rely on the fact that the act of writing itself helps with learning to spell. Some computer programs circumvent the slow keyboard process of the unskilled typist by requiring only a single key to be pressed for a Yes/No type of answer.

Second, there is a lack of audio output from the computers in common use. This means you cannot be sure that the student knows the sound of the word he is trying to spell. It also means that the program writer has to search for ways to test students other than by saying the word and asking him to produce its written form.

The lack of good programs, or of programs at all, is another drawback of using computers to help students with spelling. A search through yielded only one or two possible programs on spelling at any level and a distinct lack of material for older students. Of the programs available, the emphasis seems to be on drill of a specific small area. The BBC Acorn program is particularly disappointing since its spelling program on the magic "e" is more a reading program than a spelling one. The whole emphasis is on whether there are words as *ripe*, *pipe*, *nipe*, *type*. There is no help for the child who accepts *type* because he has heard the word *type*. It is simply typed by the computer into the hole along with *nipe*.

There is, of course, the possibility of producing one's own material. It is true that it is not too difficult for the enthusiastic amateur to produce a simple program, but writing a good program is rather different. Given all these drawbacks, the reader may wonder why I even entertained the thought of using computer-assisted learning for students with poor spelling. Indeed my first intention was not to use it for learning as much as to use it for spelling games in order to attract the poor spellers, cashing in on the dual association of computers with high technology on the one hand and with space-invader fun on the other.

The design of a spelling game immediately raises a number of issues, basically centred around the question: does one keep to conventional principles and practices in teaching spelling and so circumvent the non-writing, non-talking aspects of the computer or does one start by looking at the facilities of the computer and try radically different practices which

would take advantage of the computer's facilities.

Block (1979) tried the latter approach in a second program which encouraged students to generate as many alternative spellings as possible for a target word. If the target word was *knock*, the student might type in *not*, *nock*, *knock* - or of course only *not*, *nock* - and then be asked to identify the one he thought was correct which would be affirmed or corrected by the computer.

This approach means that the student may type in several wrong spellings and will have them on the screen for several moments. Since visual imagery plays such a large part in good spelling, this approach inevitably causes unease on the part of those who have tried to avoid exposing students to wrong spellings.

The other drawback of Block's program was that it did not go far enough in encouraging proof-reading, even though this is at the heart of the generate-and-test method. Proof-reading, the ability to spot misspellings, as well as generate alternative spellings, is a technique which, in my experience, poor spellers rarely use and yet which can lead to rapid improvement in spelling when it is used.

Here was an area where the computer seemed to have a positive advantage, as it can rapidly confirm a correct answer. The Hangman game we devised first flashed a target word on the screen so the student was known to the student. (In this aspect we are still compromising with the lack of an audio output from the computer.) As the student types in the correct letter it displays the letter in the correct position, but any wrong letter is removed to a "bin" on a corner of the screen. So in this game the student is getting letter by letter confirmation rather than for the whole word. Since we devised this as a game basically to attract students for spelling I was content if it satisfied some spelling principles and if some incidental learning took place.

However, as I watched students using the Hangman game, I noted that they were able to use strategies with the computer which were not normally used when writing. The

pauses and comments this student made while spelling "undoubtedly" indicated that a very active process of hypothesis-and-test was going on.

This process seemed to reflect the "sorting down the net" described by Simon and Simon (1973) in which trigger, such as a word not quite correctly spelled, stimulates active searching of information of basic skills and specific words which is stored in the long term memory.

These basic skills involve the ability to recognize and recall common letter sounds and symbols and common letter strings. We recognize that *str*, *ing* and *ck* are common letter strings but never *yl*, *uling* or *ck*. We may also recognize that the sound "t" can be "s" in soap, "c" in city or "ss" in miss; that the sound "n" is represented by "n" in an, "ng" in laughter, "or" in order, "ough" in bought and "aw" in crawl.

The computer program seemed to encourage many poor spellers to actively search for these variations whereas in a normal writing situation their first attempt often seemed to block recall of alternatives unless a teacher is there to encourage them to generate other spellings.

The second computer spelling program we tried aimed at extending the proof reading skills of Better Studies students. It presented sentences in which there are errors and so runs the risk of confusing a student about a spelling by exposing them to wrongly spelled words, especially as the words chosen for misspelling were from a list of common misspellings by secondary students. On the other hand proof reading is a skill they need to develop.

The student is first asked to decide whether the sentence is correct or not, as some of the sentences have no errors. Then they think, identify the word they think is wrong and type in a correction. The program then tells them if their response is correct or offers an explanation if they have not given the right answer.

Is this just an expensive and time-consuming way of producing an exercise which could be done just as easily on paper?

continued on next page

Hangman Game	Screen Display
Target word flashed on screen.	undoubtedly
Student types in first five letters	undou-
Student types "d" intending "undoud"	undou-d
Student pauses and types in "t"	undou-dly
Student types "t" intending "undout"	undou-dly
Student adds "e"	undout-ly
Student tries various letters until "ing". Computer adds the "b"	undout-ly
The program then gives a practice sequence with sections of the word until it can be typed without error in reasonable time.	

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Once again I was surprised, and encouraged, by the student use of the proof reading exercise. The scarcity of machines meant the students were grouped in threes or fours round a screen, which turned out to be an advantage.

The situation encouraged discussion of the sentence and considerable checking and reasoning on whether the apostrophe in that word was correct or whether this word had a single or double letter or whether it would be *practice* or *practise* in that context.

In this case I do not think they were using any new strategies as a result of having the computer, but the display screen seemed to focus attention on looking rather than writing; the facility to check the answer immediately and to get an explanation if they were wrong gave a feeling of independence.

The challenge of using to computer to develop new learning strategies is a pressing one in all subjects but one which I feel has not been adequately taken up in the field of language. Perhaps the best hope is that alternative theories of learning will come from computing itself.

My interest was aroused by an American approach to language programming (Frenzer, 1972) based on the synergistic principle that the whole is greater than the sum of the parts. Each word input is analysed by length, first character, letter content, letter order and syllable pronunciation and represented by the binary code. The student's input is compared with the binary combinations in order to determine a misspelling, rather than comparing it with actual words held in the computer memory. This method resulted in the computer correctly identifying 95 per cent of misspellings.

Does this give us a basis for a theory of the way human memory works when spelling? It certainly has affinities with research findings on recall from tachistoscopically exposed words and non-words. So if we find it easier to recall the beginnings and endings of words then perhaps we should encourage a student to begin at the ends and work towards the middle in spelling, which is more or less what the student did who was trying to spell "undoubtedly".

I have already mentioned that most people would recognise certain letter combinations as non-English, yet this is an aspect we perhaps have not used in conventional teaching of spelling.

Although the main emphasis in this article has been on using computers to help students improve their spelling, there is a more radical use for poor spellers. Why not allow chronic bad spellers at secondary school, college and university to use word processors with spelling correction programs when they write essays and examinations? A word processor which corrects misspellings would not give him an advantage over fellow students writing in physics or engineering but would render his work readable. The type of chronic bad spelling associated with dyslexia is a handicap as much as a useless arm. We now have the technology to offer assistance to these students to offset, though not overcome, their handicap. It also opens up the possibility of a computer stopping and analysing the misspellings of these people so that strategies can be identified to help chronic bad spellers in the future.

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EXTRA

## Natterjack or neolithic hunter?

Jane Last on Radio Cumbria's sound archive

to teachers and gives children excitement and sense of discovery of their own area" said Nigel Holmes. "There are people with memories of aspects of life which have disappeared."

Among the tapes is a broadcast on Uldale village school in the 1880s and 1890s recalled by pupils of that time. There is an interview with John Peel, great grandson of the famous foxhunter and a recording of Tom Storey talking about his life as Beatrix Potter's shepherd in the 1920s and 30s.

There are 67 separate items on the Windscale Atomic Plant on the Cumbrian coast. "This is one of the best records, not available elsewhere, on Windscale and the enquiry," said Nigel Holmes. "If a school did a project on nuclear power this would be most useful information." They would also learn that special routes were provided for the migration of the natterjack toad which bred within the works boundary when the plant was constructed.

The House of Commons has already requested a copy of the catalogue which is available outside Cumbria at a cost of £5. Mr. Bill Johnston of Solway Community School, Silloth, has borrowed 15 tapes on local history in the area. His 15/16-year-old pupils will use them as back up and local colour in their current project, "History Around Us".

"I am going to reproduce them and use them in the future with various groups and set up our own small archive," he said. "I hope making recordings myself of local people and on the history of Silloth. These could be added to the archives - the more widespread they are the better. Every school could take tape recordings. They are going to play a bigger part in education."

His idea has been welcomed by Mr. Kenneth Jackson, Assistant Director of Education (finance and administration) of Cumbria. "If schools contribute to the archive it will remain dynamic and the potential will be enormous." The local education authority has a very good relationship with Radio Cumbria, he said. "We second a teacher to the station full time. When they approached us for finance to print the catalogue to distribute to schools we were delighted to."

The archive amounts to 500 hours of broadcasts described by Radio Cumbria as "irreplaceable oral history". The longest items are over two and a half hours and the shortest are snippets of 30 seconds. But the standard length is 25-30 minutes.

"It will stimulate use of material like this in the classroom" said Nigel Holmes. "and encourage teachers to use cassette recorders to their full advantage."

Apart from hundreds of pieces on

local history, including 42 items on archaeology, there is a series of 8 half-hour A level geography programmes and over ten hours of architecture. There are 112 recordings on arts and crafts including guitar, harpsichord, lute and violin making.

The archive contains a wealth of information on natural history and farming covering everything from the golden eagle, peregrine falcon and complete life cycle of the swallowtail butterfly to the marriage prospects of a hill farmer. There are no less than 18 renderings of "John Peel". One version is sung by Misshiro Komo from Japan and several by men in pubs. The Aspatia Ladies Choir sing it and various military bands play it and so does a Mr Byers on his musical stones.

Mountaineer Chris Bonington is featured on his Everest trips and Chinese expeditions and there are 114 broadcasts on local poets including several on Wordsworth. Industrial development, mining, quarrying, railways and religion, smuggling, snuff (three of the five remaining factories are in Kendal) and social history are all in this oracle at the teachers' finger tips.

Perhaps most popular with school children will be the Egremont Crab Fair Gurning Competition. And for those who don't know, gurning is pulling nasty faces - a whole three and a half minutes of it immortalized on cassette!

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EXTRA

## Primary programme

Sara Parker on television production by very young children

The 10-year-old in front of the television camera fluffed his first attempt at reading the news. On his second, he was almost word perfect.

"Children get into the pattern of presenting tv programmes very quickly", explains Paul Kiddey, a primary teacher who over the past three years has developed television production as a tool for learning in the classroom. But all the same, it was lucky that Monday morning's broadcast was only a simulation exercise in the School of Education's tv studio at Nottingham University. It gave 12 pupils from the nearby Henry Whipple Junior School an opportunity to see how they coped under the pressure of facing a camera and working to a deadline.

The achievement in terms of application and results was remarkable. But, says Paul Kiddey: "we are challenging the assumptions made about the potential of children of primary age."

"I believe we don't normally stretch them enough, but channel their energies too much into tried and tested areas." He believes that the simulation could work equally well with younger children, perhaps even as early as five.

Such, however, is the success of his work with nine to eleven-year-olds that he and his former lecturer at

Nottingham, Len Masterman, are launching a one-year course in the summer for primary teachers.

The £1,200 DES-funded course - the first of its kind - is planned as a mixture of theory and practical work for some 25 teachers. It will start in June with a four-day introduction to television and other aspects of the media. The teachers will be expected to put into practice in their own schools what they have learnt, reporting back about once a month to the University throughout the year.

It is hoped that the course will not only help them understand the workings of television, but also convince them of its usefulness in primary education. In many ways, it is similar to a course which Paul Kiddey attended three years ago, although then every teacher except Mr Kiddey came from secondary education.

Developing television on a practical level in schools has been slow - and even after 10 years, there is still little more than a flicker of interest and then mainly at secondary level. Paul Kiddey feels: "Teachers are aware that kids are excited by tv, but their attitude is that it is trivial, especially educationally."

He sees this lack of willingness rather than a lack of equipment as the root cause of its slow development.



Paul Kiddey at the School of Education Studio

Ironically, most schools today have access to video cameras, a tv studio, or at the very least, a tape recorder. But he says: "It is not the equipment which is essential; that is only one aspect of this kind of media studies."

For him, the preparatory work for the experience, whether in front of the camera or in the studio, is much more important. With most classes he does at least a term's intensive preparation, usually for a double period twice a week. During that time, he tries to develop a working vocabulary for tv production, and gets pupils analysing and appreciating visual concepts and interviewing techniques.

Stories are cut from different newspapers and compared, television programmes are watched and criticized, while even the family snapshot has a place in developing skills of visual literacy. "We get them to question, for example, the implications of a picture through a check-list of questions. We are giving kids a chance to look beyond the camera and see the way it mediates between them and reality," says Paul Kiddey.

As the work progresses, he has found that individual children begin to show special skills which may not be recognized. These can be as varied as an ability to impersonate a regional accent or tell a joke, proficiency on a musical instrument, or providing the artwork for captions and credits.

In this way, many of the shy or less able children are encouraged to contribute, while the group as a whole gains confidence and the ability to work as a team.

In addition, he believes that television also provides a considerable motivation to work, explaining: "TV is a very central thing in their lives and

I see a greater commitment from children to this kind of work than in other areas. It comes out of the argument that what is relevant to a child's experience and understanding, is good educationally."

The actual recording of the programme is seen as the ultimate goal and usually comes after a few rehearsals in the classroom. On the day, however, the material is new, as are the surroundings, giving the simulation an important part to play in developing the pupils' confidence as well as their ability to adapt. On Monday morning, when Paul Kiddey's group saw their first attempt at the programme, they were also self-critical. They saw their mistakes and recognized the nervousness which had led to many of them.

"It's not the same as in the classroom," said one girl; while the 10-year-old newscaster who had stumbled over words such as "dictator" and "Saudi Arabia", explained: "Everyone is watching you and it's very hard to read out complicated words. In the classroom, I wouldn't have been so nervous."

The immediate feedback gained from seeing the programme directly after it has been recorded not only stimulated a lively discussion but also seemed to go a long way towards helping the pupils to overcome their problems.

The result was that the second run through went much more smoothly, and by the end of the morning there was a feeling of success. Paul Kiddey explains: "It is good for them to come into a new situation with absolutely nothing, and to make something of it." From the teacher's point of view, the preparation for such an exercise seems at first glance some-

what daunting. Stories either have to be written or culled from newspapers, a programme schedule has to be devised, and mock interviews need to be carefully planned.

Paul Kiddey and Len Masterman have just published a book called *Understanding Breakfast TV*, which has a section giving step by step instructions to teachers who want to make a programme with their own classes. The authors maintain that "the simulation can be as simple as complex as the equipment at your disposal. One cassette audio recorder will suffice, full studio facilities would be ideal."

In Paul Kiddey's group - the third he has taken from the school to Nottingham University - pupils were divided into twos and threes and given an hour to prepare a 10-minute programme. Some did news presentation, others did interviews, weather and sport. Two pupils were shown how to operate the two cameras and a third was given the responsibility of sitting in the control room to cut from camera to camera when required.

Although Paul Kiddey was on hand to give cues, he says: "I like to see the kids develop a degree of confidence which allows them to go ahead on their own. On the second run of the programme, they had that confidence and just took over. The great thing about 10 minutes on television is that as a teacher, you can't stop them at all. Look, I didn't want this or that."

Paul Kiddey and Len Masterman's book *Understanding Breakfast TV* is available through MK Media, 10 May Cottage, Toad Lane, Newark, Nottinghamshire. It costs £1.95 plus 30p postage.



EXTRA

## ENTHUSIASTIC WELCOME FOR MR. CHAMBERLAIN



## Times remembered

Philip Sauvain recommends old newspapers as a teaching resource

Some time ago I bought a large bound volume containing some 78 issues of *The Times* for the period July to September 1910 - enough to provide each member of a class with two or three different copies of an original Edwardian newspaper. Ample too, to provide research material for projects on Edwardian England, or to follow the Dr. Crippen case through the courts. As a bonus I discovered I had unwittingly acquired the very first issue of *The Times Educational Supplement*.

This came as a supplement with *The Times* for Tuesday, 6 September 1910. It bore only slight resemblance to today's product, but it did forecast that the *Educational Outlook* was "likely to be a continuance of more or less general fog" and it claimed optimistically, and in Greek, "that education is the first duty of the State". Some of the articles carried pre-echoes of the present-day references to "the feminist movement" and to the predicament of the English village school. "Its cost, men complain, is out of all proportion to its results."

It is always fascinating to pick out news items, or themes like these, which still have topicality today or which take on a different significance when seen with the hindsight of the modern historian. The American paper, *The Boston Sunday Globe* for instance, carried an advert in its issue of 14 January 1906 for a burlesque show entitled "A New Deal" - 26 years before Roosevelt used it as the rallying slogan for his reforming administration. It is also interesting to see who got it right at the time, and who got it wrong. *The Daily Herald* for Wednesday January 23, 1923 announced the death of Lenin and said "the stands out in history as the greatest spokesman, the greatest leader that the working-class movement has yet known".

On Saturday, October 1, 1938, the same newspaper had the inevitable IT IS PEACE FOR OUR TIMES headline. But the euphoria of the front page, with its accounts of "jubilation crowds" and "frenzied applause", was dissipated by the warnings inside - "A surrender to blackmail", "It is a false peace" and "the settlement is only putting off the

evil day". A news item ominously declared that trench digging would continue and that thousands of ARP recruits were still needed. Both these copies of *The Daily Herald* were included in the series *Great Newspapers Reprinted*, which was published by Peter Way Limited eight or ten years ago.

Copies can sometimes be seen in secondhand bookshops, and should be available cheaply since they were widely sold in newsagents in the early 1970s for about 15p or 20p a copy. So beware of the secondhand bookshop where the owner has mistaken these reprints for originals and tried to charge accordingly.

One dealer unwittingly gave the game away by referring to the *quite remarkable* state of preservation of what was obviously one of these reprints! It goes without saying that any genuine newspaper will almost always show signs of age. One further warning, however, is perhaps necessary, since reprints of celebrated issues of our great newspapers appeared as long ago as the 1850s.

Seven issues of *The Times* reprinted at that time (but not as facsimiles) were good enough to confuse an eminent antiquarian bookseller recently, although they contained a number of glaring anachronisms. Any genuine original newspaper carrying news of a great event of the distant past is almost certain to be a collector's item.

If you want to build up a collection of newspapers reporting the great events of history, you will have to look for good modern reprints, such as those included in some of the excellent Jackdaw folders. *The Rise of Napoleon* in this series included a replica of *The Times* for Saturday, June 1, 1799, whilst *Jackdaw on The Gordon Riots* contained a copy of *The Morning Post* for Friday, June 9, 1780. Several important facsimiles have been issued by a number of newspapers, such as the first (1785), *Trafalgar* (1805) and *Waterloo* (1815) issues of *The Times* and the four-page souvenir facsimile of the first issue of *The Sunday Times* for 20 October 1822 (enclosed with the 15 October 1972 edition of the paper). Many provincial newspapers

have also celebrated centenaries with facsimile editions like these. All are potential resources for a school/newspaper archive. It may also be possible to enlist the co-operation of pupils in locating souvenir issues of the twentieth century.

Royal issues, such as those for the Coronation, are common. Fewer people seem to have had the foresight to keep those papers which have recorded significant events and happenings, such as the moon landing (July 21, 1969), Nixon's resignation (August 9, 1974) or the death of Mao Tse Tung (September 10, 1976). But souvenirs of VE Day and VJ Day are not uncommon, whilst other desirable twentieth-century issues include the various newspapers and news sheets published during the 1926 General Strike.

It is also possible, on occasion, to acquire newspapers of considerable age and interest at an auction, in an antique shop or secondhand bookshop, or at a street or flea market. Victorian issues of *The Times* were being sold by one London street trader for about 25p to 30p a copy as recently as March this year. You can sometimes find a genuine relic lying in an old drawer or tucked away inside a larger book. Published collections of facsimile newspapers have also appeared in book form.

These include *Newspapers of the First World War* (*The Times*) and selected issues of *Exchange and Mart* from 1868 to 1948 (David and Charles). *The Despatches* published by Marshall Cavendish in 1977, contained complete pages from *Daily Mail*, ranging from the outbreak of war (September 4, 1939) to the issue recording the final Japanese surrender (September 3, 1945). Page One published by the Arno Press in 1975 reprinted 320 front pages from *The New York Times*, providing a fascinating newspaper history of the world from 1920 to 1975, seen through American eyes.

Best of all, however, are the faded, yellowing originals, with their crumbling corners and the sense they carry of spontaneous, living history. Few other inexpensive documents provide so exhilarating an original resource for the study of political, social or economic history.

## Film catalogue

The British National Film Catalogue costs £35 and claims it records all films and videocassettes available for non-theatrical use in Great Britain. The catalogue is published by the British Film Institute, a body which has now made a separate listing of material for schools, at a price more appropriate to education budgets.

The British National Film Catalogue Subject Listing No 1 Films and Video-

grams for Schools has 100 pages and costs £6. It contains information on more than 1,500 films and videocassettes, arranged as fiction and non-fiction, including all material from the 1982 issue of the British National Film Catalogue, which is available on free loan or hire to schools.

Some television programmes which can be hired either on 16mm film or on videocassette, are also featured in the catalogue. Programmes which can only be purchased are excluded because of cost. Home videos are also excluded, since so few of them have copyright clearance for public showing.

One or two "sale only" titles appear in *Films and Videograms for Schools*.

They are included, according to the British Film Institute, only if they are intended for school audiences and if the purchase price is lower than usual for educational films and videotapes. Among these titles are some from the Educational Video Index, and material from the Devon BTV Service.

People who still want to subscribe to the British National Film Catalogue are reminded that it appears as four quarterly issues available at about £22, plus £1.60 for postage.

*The British National Film Catalogue Subject Listing No 1 Films and Videograms for Schools* is distributed by BFI Publications, 81 Dean Street, London W1V 6AA.

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# Useful libraries

Brenda I Lattimer and Susan Pope describe the work of the ILEA Resources Support Group

The primary sector of education has always been the poor relation for both library provision and staffing. Even in the ILEA, an authority which provides a full-time chartered librarian for each secondary school, there are only seven professional librarians working in primary schools.

Three of these librarians work with the ILEA Resources Support Group, a group which also includes media resources officers, teachers, and clerical officers, so as to provide an integrated team. The RSG assists schools in developing their use of book and non-book material within the curriculum, providing practical help, advice and some finance, with a view to exploiting to maximum effect often underused and misunderstood library and media resource provision. This involves working with librarians and library post holders in such areas as cataloguing and classification, indexing, library layout and display, signing and guiding. The group works with teachers or departmental classroom organization of resources; the production of teaching materials and the integration of the library resources area into the curriculum, so that a reciprocal link is developed between library and classroom.

To establish this link we work with both teachers and librarians on library use education programmes and we advise and help with stock selection, acquisition and withdrawal of material. Wherever is appropriate the RSG becomes involved in a project being undertaken in the school, whether it is for a whole school or on a smaller scale. We also help schools to rationalize their provision of listening and viewing facilities, and we run workshops in areas such as basic reprographics, photography and sound recording.

Naturally, the work done in ILEA schools by the RSG demands a great deal of commitment from the teaching staff, both on the vital, initial orga-

nization and on the maintenance of a well developed system. The RSG had developed tools for the organization aspect, for easier retrieval and in an effort to save time.

Despite the current move to categorization by some public library services, the RSG feels that we are best serving children by introducing them to some of the complexities of a system they will continually encounter. All material is classified by Dewey classification for British Schools, 3rd ed, 1979, but we used only three digit number, the one exception being London (942.1).

Feeling that it is important to gather all material on related subjects together, we have adapted Dewey so that where subject matter is split (for example, the history of transport in the 380s; and technology in the 620s), we have standardized the number so that all transport material will be in the 380s. Also, all history and geography books on specific countries are gathered together under the history number for the country. The classes of Dewey are divided up into colour bands to help children who have initial difficulty relating to numbers. As well as being useful from the child's point of view, the colour coding of all materials makes the library a very attractive place.

Two indexes accompany the colour coding. In the first instance the key to this classification is a large, wall-mounted index of the main subject areas we have found to be the most sought terms in primary schools. This index gives the subject the colour code and the Dewey number. For example: Pels PINK 636.

This general approach to retrieval is supplemented by a card subject index, which also shows the colour and number of subjects. The card subject index contains all the terms on the wall index and many more besides, and is designed to be adapted by individual schools to reflect their own stock.

multitude of materials. Any and all, that extend children's parameters of knowledge and understanding in this way, are resources for multicultural education.

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AFFOR, 173 Loxells Road, Loxells, Birmingham B13 1HS  
ALTARF, c/o Lambeth Teachers' Centre, Saintly Street, London SW4  
Auszweitz Education Committee, PO Box 248, London E1 5BN  
Centre for Contemporary Studies, Ingersoll House, 202 New North Road, London N1 7BL  
Collaborative Learning Project, Island Teacher's Centre, Blackstock Road, London N4  
CRE: Commission for Racial Equality, Elliott House, Allington Street, London SW1  
CUES, Robert Montefiore Schools, Underwood Road, London E1  
English Centre, Ebury Bridge, Sutherland Street, London SW1  
GWANGHWA, Little Newport Street, London WC1  
Institute of Race Relations, 247 Pentonville Road, London N1  
MAAS, Beauchamp Lodge, 2 Warwick Crescent, London W2  
Michael Gough Foundation, 8 Manchester Square, London W1  
MGSS: Southfields, South Street, Coventry CV1 5BJ  
NAME, National Association for Multiracial Education, Midlands Road Centre, 19 Midlands Road, Walsall, W. Midlands  
Schools Council Mother Tongue Project (as CUES)  
Sharil Bookhouse, 46 High Street, Southall, Middlesex  
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## Easy words

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It also hopes to show facilities which may not currently be available, but which the student may subsequently encounter.

The programme is divided into two sections: *The Word Processor What's it All About* (24 mins) and *Using it Work* (26 mins).

The second section contains five units, giving a detailed account of the working of a dedicated Philip system, and ends with the same clip sequence as section one. Other a limit of 50 minutes, this duplication is a waste of time and money.

The first section gives a full account of the parts and types of the system. The presentation is relaxed, the pace is well judged, and captions are used to good advantage. The closing sequence is too advanced at this stage and could easily be omitted.

The second section covers detailed operations of the Philips system and includes demonstrations of: copy controls, command sequences, page descriptions, wrap-around and text editing. The closing sequence works well at this point by demonstrating search and replace, sort, merge, arithmetic operations, use of standard paragraphs and graphics. The programme meets its objective of introducing students to the concepts of word processing by "hands-on" work where material is made.

Paul McV

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**GRANTHAM GIRLS' GRAMMAR SCHOOL**  
Scale 1 - Roll 490

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Grantham Girls' Grammar School, Grantham, Lincoln (Lincs) Closing date 30 May (01752) 135033

**NORTHAMPTONSHIRE**  
KESWICK BISHOP OF LINDSEY C of E SCHOOL  
(Headmaster) 2000  
Northampton NN1 2BX

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Keswick Bishop of Lindsey C of E School, Northampton NN1 2BX (01603) 135033

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
SIR JERRY FLOYD SCHOOL  
1550 - 150 in Sixth Form

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Sir Jerry Floyd School, 1550 - 150 in Sixth Form (0494) 135033

**OLDHAM**  
METROPOLITAN BOROUGH  
COMPREHENSIVE SCHOOL  
Radcliffe Road, Oldham, Lancashire OL1 1BB  
1550 - 150 in Sixth Form

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Oldham Comprehensive School, Radcliffe Road, Oldham, Lancashire OL1 1BB (0161) 135033

**LEICESTERSHIRE**  
RUTLAND SIXTH FORM  
Oakham, Rutland LE15 8QH  
Sixth Form Colleges

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Rutland Sixth Form, Oakham, Rutland LE15 8QH (01507) 135033

**LEICESTERSHIRE**  
RUTLAND SIXTH FORM  
Oakham, Rutland LE15 8QH  
Sixth Form Colleges

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Rutland Sixth Form, Oakham, Rutland LE15 8QH (01507) 135033

**LEICESTERSHIRE**  
RUTLAND SIXTH FORM  
Oakham, Rutland LE15 8QH  
Sixth Form Colleges

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Rutland Sixth Form, Oakham, Rutland LE15 8QH (01507) 135033

**LEICESTERSHIRE**  
RUTLAND SIXTH FORM  
Oakham, Rutland LE15 8QH  
Sixth Form Colleges

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Rutland Sixth Form, Oakham, Rutland LE15 8QH (01507) 135033

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RUTLAND SIXTH FORM  
Oakham, Rutland LE15 8QH  
Sixth Form Colleges

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Further particulars and forms from the Headmaster, Rutland Sixth Form, Oakham, Rutland LE15 8QH (01507) 135033

### Scale 1 Posts

**BROMLEY**  
LONDON BOROUGH OF BROMLEY  
GRANTHAM GIRLS' GRAMMAR SCHOOL  
Scale 1 - Roll 490

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Grantham Girls' Grammar School, Grantham, Lincoln (Lincs) Closing date 30 May (01752) 135033

**NORTHAMPTONSHIRE**  
KESWICK BISHOP OF LINDSEY C of E SCHOOL  
(Headmaster) 2000  
Northampton NN1 2BX

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Keswick Bishop of Lindsey C of E School, Northampton NN1 2BX (01603) 135033

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
SIR JERRY FLOYD SCHOOL  
1550 - 150 in Sixth Form

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Sir Jerry Floyd School, 1550 - 150 in Sixth Form (0494) 135033

**OLDHAM**  
METROPOLITAN BOROUGH  
COMPREHENSIVE SCHOOL  
Radcliffe Road, Oldham, Lancashire OL1 1BB  
1550 - 150 in Sixth Form

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Oldham Comprehensive School, Radcliffe Road, Oldham, Lancashire OL1 1BB (0161) 135033

**LEICESTERSHIRE**  
RUTLAND SIXTH FORM  
Oakham, Rutland LE15 8QH  
Sixth Form Colleges

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Further particulars and forms from the Headmaster, Rutland Sixth Form, Oakham, Rutland LE15 8QH (01507) 135033

### LEICESTERSHIRE

**THE BEAUCHAMP**  
Rural Way, Oakby, Leicestershire LE15 8QH  
Scale 1 - Roll 490

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Beauchamp School, Rural Way, Oakby, Leicestershire LE15 8QH (01507) 135033

**NORTHAMPTONSHIRE**  
KESWICK BISHOP OF LINDSEY C of E SCHOOL  
(Headmaster) 2000  
Northampton NN1 2BX

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
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**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
SIR JERRY FLOYD SCHOOL  
1550 - 150 in Sixth Form

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Sir Jerry Floyd School, 1550 - 150 in Sixth Form (0494) 135033

**OLDHAM**  
METROPOLITAN BOROUGH  
COMPREHENSIVE SCHOOL  
Radcliffe Road, Oldham, Lancashire OL1 1BB  
1550 - 150 in Sixth Form

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Further particulars and forms from the Headmaster, Oldham Comprehensive School, Radcliffe Road, Oldham, Lancashire OL1 1BB (0161) 135033

**LEICESTERSHIRE**  
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Oakham, Rutland LE15 8QH  
Sixth Form Colleges

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Rural Way, Oakby, Leicestershire LE15 8QH  
Scale 1 - Roll 490

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Further particulars and forms from the Headmaster, Beauchamp School, Rural Way, Oakby, Leicestershire LE15 8QH (01507) 135033

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KESWICK BISHOP OF LINDSEY C of E SCHOOL  
(Headmaster) 2000  
Northampton NN1 2BX

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Further particulars and forms from the Headmaster, Keswick Bishop of Lindsey C of E School, Northampton NN1 2BX (01603) 135033

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
SIR JERRY FLOYD SCHOOL  
1550 - 150 in Sixth Form

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Sir Jerry Floyd School, 1550 - 150 in Sixth Form (0494) 135033

**OLDHAM**  
METROPOLITAN BOROUGH  
COMPREHENSIVE SCHOOL  
Radcliffe Road, Oldham, Lancashire OL1 1BB  
1550 - 150 in Sixth Form

Required for September 1983, a qualified teacher to teach up to a level 10. Computer studies to be taught in a combination of Mathematics, Chemistry and Physics. Examination work in these subjects available for suitably qualified applicants.  
Further particulars and forms from the Headmaster, Oldham Comprehensive











## SECONDARY HOME ECONOMICS

continued

## Scale 1 Posts

## AVON COUNTY

ST. GEORGE SCHOOL

Kingscliff Avenue, Bristol BS5 5JH

Required for September 1983, a teacher of Home Economics, who can also teach Needlecraft, and who will be responsible for the younger secondary age range of all abilities. A commitment to a structural pastoral system is essential. Scale 1 plus S.T.A.

Applications by letter to the Headmaster, including the names of two referees, and all relevant details, to: Mrs. A. Brown, Headmaster, St. George School, Kingscliff Avenue, Bristol BS5 5JH. (03452) 133022

## AVON COUNTY

NAILSEA SCHOOL, Nailsea, Nr. Bristol

Required for September 1983, a teacher of Home Economics (Scale 1) to teach in the main school. This will include the teaching of Textiles in Years 7 and 8. Further details from the Headmaster should be addressed to Mrs. A. Brown, Headmaster, Nailsea School, Nailsea, Nr. Bristol. (03452) 133022

## YORKSHIRE MARTYRS COLLEGIATE SCHOOL BRADFORD

(Co-ed 13-18 Voluntary Aided RC School, NOR 925, 220 in Sixth Form)

Technical and Vocational Education Initiative, 14-18

From September 1983, Yorkshire Martyrs Collegiate School, with a religious school and Bradford College will be mounting a pilot Technical and Vocational Education Initiative scheme. The scheme will offer a wide range of optional modules in technical, scientific and vocational education backed by a programme of general education, information technology and work practice/experience. The scheme offers immense opportunities and challenges for major innovations in education over the next eight years.

Well qualified and experienced teachers are invited to apply for the following posts in the school. All appointments will be made to the permanent staff of the school.

1. Director of Curriculum Development in Technology (Senior Teacher Scale)

This post offers a unique opportunity for an energetic and imaginative teacher to make an important contribution to the development and expansion of technology in schools. Extensive non-accommodation will be available.

2. Senior Tutor (Senior Teacher Scale)

The successful candidate will be required to be involved in the development of the existing pastoral organisation, to develop records of achievement, counselling, day to day administration.

3. Head of Electronics and Control Technology - Scale IV

Electronics will play a major role in the curriculum. The successful candidate will be required to develop appropriate courses for pupils of all abilities to strengthen links between the Science and CDT departments.

4. Head of Careers and Guidance - Scale IV

A well qualified and energetic teacher with counselling skills is required to develop and co-ordinate vocational guidance, and the careers curriculum. The successful candidate will have a considerable involvement in the development of work experience, links with industry, and educational guidance. The scheme provides for Careers Officer assistance.

5. Assistant Teacher of CDT (Scale III)

An experienced and energetic teacher of CDT is sought with the ability to develop the opportunities provided by the scheme in a new purpose-built educational centre.

6. Assistant Teacher in Charge of Secretarial Studies (Scale III)

A well qualified and experienced teacher to be responsible for Secretarial Studies and with an interest in the wider development of the Business Studies curriculum.

7. Assistant Teacher of Home Economics (Scale II)

A well qualified teacher is sought who will be able to contribute to the development of Food and Nutrition, and to the development of the Business Studies curriculum.

8. Assistant Teacher of Home Economics (Scale III)

A well qualified teacher is sought who will be able to contribute to the development of Food and Nutrition, and to the development of the Business Studies curriculum.

9. Assistant Teacher of Home Economics (Scale II)

A well qualified teacher is sought who will be able to contribute to the development of Food and Nutrition, and to the development of the Business Studies curriculum.

All applicants should provide a curriculum vitae and address of two referees by letter to the Headmaster, Mr. J. A. Clarke, Yorkshire Martyrs Collegiate School, 220 in Sixth Form, Bradford BD9 5JH, by Monday 14th May, 1983.

City of Bradford Metropolitan Council

## BEDFORDSHIRE

SOUTHERN AREA SCHOOL LEAMINGTON COLLEGE

Leamington Road, Leamington, Beds. LE19 5JH

Required for September 1983, a teacher of Home Economics, who will be responsible for the younger secondary age range of all abilities. A commitment to a structural pastoral system is essential. Scale 1 plus S.T.A.

Applications by letter to the Headmaster, including the names of two referees, and all relevant details, to: Mrs. A. Brown, Headmaster, Southern Area School, Leamington Road, Leamington, Beds. LE19 5JH. (03452) 133022

## BRENT

LONDON BOROUGH OF BRENT

Home Economics (Scale 1) to teach in the main school. This will include the teaching of Textiles in Years 7 and 8. Further details from the Headmaster should be addressed to Mrs. A. Brown, Headmaster, Brent School, Brentford, Middlesex. (03452) 133022

## AVON COUNTY

NAILSEA SCHOOL, Nailsea, Nr. Bristol

Required for September 1983, a teacher of Home Economics (Scale 1) to teach in the main school. This will include the teaching of Textiles in Years 7 and 8. Further details from the Headmaster should be addressed to Mrs. A. Brown, Headmaster, Nailsea School, Nailsea, Nr. Bristol. (03452) 133022

Applications by letter to the Headmaster, including the names of two referees, and all relevant details, to: Mrs. A. Brown, Headmaster, Nailsea School, Nailsea, Nr. Bristol. (03452) 133022

City of Bradford Metropolitan Council

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## BERKSHIRE

NEWLANDS SCHOOL, Newlands, Reading, RG2 5JH

Required for September 1983, a teacher of Home Economics, who will be responsible for the younger secondary age range of all abilities. A commitment to a structural pastoral system is essential. Scale 1 plus S.T.A.

Applications by letter to the Headmaster, including the names of two referees, and all relevant details, to: Mrs. A. Brown, Headmaster, Newlands School, Newlands, Reading, RG2 5JH. (03452) 133022

## CAMBRIDGESHIRE

THE QUEEN'S SCHOOL FOR GIRLS, Cambridge

Required for September 1983, a teacher of Home Economics, who will be responsible for the younger secondary age range of all abilities. A commitment to a structural pastoral system is essential. Scale 1 plus S.T.A.

Applications by letter to the Headmaster, including the names of two referees, and all relevant details, to: Mrs. A. Brown, Headmaster, The Queen's School for Girls, Cambridge. (03452) 133022

## CAMBRIDGESHIRE

JACK HUNT SCHOOL, Jack Hunt, Peterborough

Required for September 1983, a teacher of Home Economics, who will be responsible for the younger secondary age range of all abilities. A commitment to a structural pastoral system is essential. Scale 1 plus S.T.A.

Applications by letter to the Headmaster, including the names of two referees, and all relevant details, to: Mrs. A. Brown, Headmaster, Jack Hunt School, Jack Hunt, Peterborough. (03452) 133022

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## ESSEX

SPRING FOREST HIGH SCHOOL, Springfield, Essex

Required for September 1983, a teacher of Home Economics, who will be responsible for the younger secondary age range of all abilities. A commitment to a structural pastoral system is essential. Scale 1 plus S.T.A.

Applications by letter to the Headmaster, including the names of two referees, and all relevant details, to: Mrs. A. Brown, Headmaster, Springfield Forest High School, Springfield, Essex. (03452) 133022

## HARINGEY

PROGRESS WITH HUMANITY

Required for September 1983, a teacher of Home Economics, who will be responsible for the younger secondary age range of all abilities. A commitment to a structural pastoral system is essential. Scale 1 plus S.T.A.

Applications by letter to the Headmaster, including the names of two referees, and all relevant details, to: Mrs. A. Brown, Headmaster, Progress with Humanity, Haringey. (03452) 133022

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Required for September 1983, a teacher of Home Economics, who will be responsible for the younger secondary age range of all abilities. A commitment to a structural pastoral system is essential. Scale 1 plus S.T.A.

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**NORFOLK**  
**WYMONDHAM SCHOOL**  
Fully Road, Wymondham  
Norfolk, NR18  
Scale 1, Ten  
Mathematics, 1983.  
September, 1983.

Application for  
further details  
returned to the  
letter at the school  
please. (070241)

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**NORTH TYNESIDE  
METROPOLITAN BO  
OF NORTH TYNESI  
EDUCATION COMM  
WHITLEY BAY HIG  
SCHOOL**  
(Jensholm, Whitley  
BAS)

Headteacher: Mr. J.  
Dwyer, J.P., M.A.

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1983 for two terms  
member of staff a  
member  
Grade 1 TEACH  
MATHEMATICS in  
middle school  
High School, average  
range of 12 to 18  
years of work  
a suitable candidate  
for further  
further details are  
on receipt of a S.A.  
which should be  
should be returned  
possible. (01206)

**NORTH YORKSHIRE**  
**COUNTY COUNCIL**  
**ELFON GRAMMAR**  
Cloverhill Road  
YO24 2PG  
070 selective, mixed  
1964  
**ASSISTANT TEACHER**  
**MATHEMATICS, 5**  
are invited to apply  
by 10.00 a.m. on  
The successful ap

but the school to level. A willingness with the boys same an advantage.  
Apply by letter to the Headmaster. (0

1 Avenue, CV4 8DY (£75 on roll)  
to cover secondment of present postholder.  
CV3 2AT (£1,400 on roll)  
MENT Sols 3. Further details on request  
Road, CV2 8SD (£1,350 on roll)  
are innovative essential.  
corporate personality attituded to proven academic  
but not for original research and sale

and curriculum of the department which Design and Pottery/Ceramics. The are housed in an open-plan situation. There are recreational groups, at 4, 5 and 6 year level, to be involved in community activities.

**COND IN CHARGE OF**  
a secondment of the present holder, The  
is and Computer Studies to A level. The  
involvement in Computer facilities over a  
throughout the school including A-level ability  
Scale 2, to teach Physics at all levels and  
CV2 4JW (1,050 on roll) Tel: 0203-440215

invited from suitably qualified and  
qualified teachers for classes throughout the  
weekend to apply.  
invited from suitably qualified teachers for  
key, Gymnastics and Dance.  
venue, CV4 9PW (1,500 on roll) Tel:  
contribution to the management of the school  
agent, careers education, the  
the pastoral base for recent leavers.

drive and initiative sought to solve over a  
elder/who is also Head of French. German  
ght. Telephone for further details.

le of study including a large commitment to A  
nment in field work expected. The opportunity  
ale sound department, Telephone for further

4, CV3 4SD (1,420 on roll)

types (examinations by course work) and in  
tities.

in Road, CV2 2TH (300 on roll) Social

names and addresses of two persons who will be present at the hearing 10 days of appearance of

He was with the Authority but placed  
in September 1983 Scale 1.  
names and addresses of two  
ari Street, Coventry CV1 5RB within 10

opened in 1988 as:

1. **ALDERMAN DALLOW SCHOOL & COMMUNITY COLLEGE**, Mitchell Avenue, GVS 876 (875 on roll)

**MODERN LANGUAGES** **Scale 1.** Temporary 1 year appointment to cover replacement of present poolholder.

2. **WILBY PARK WIDE COMPREHENSIVE SCHOOL**, Brandon Road, GVS 247 (1,400 on roll)

**HEAD OF COMPENSATORY EDUCATION DEPARTMENT** **Scale 3.** Further details request from school.

3. **CALLISON CARLEBOY COMPREHENSIVE SCHOOL**, Archdale Road, GVS 682 (1,350 on roll)

4. **HEAD OF BOYS' P.E.** **Scale 3.** Ethical and willingness to be innovative essential.

5. **SECOND-IN-CHARGE OF ENGLISH** **Scale 3.** Strong, vigorous personality able to prove academic competence and a willingness to accept responsibility for DRW and for school as a whole.

6. **BENEFIELD GRANGE SCHOOL & COMMUNITY COLLEGE**, Princetown Way, GVS 230 (School Priority Roll, 1,350 on roll)

7. **HEAD OF ART** **Scale 3.** To be responsible for the administration and curriculum of the department which school specialises in. To use his/her time in GCSE, 'O' and 'A' level Art, Design and Pottery Ceramics. The department consists of a print-making, drawing and painting, and 3D are housed in an open-plan studio. There are facilities for typesetting and printing. Opportunities are also provided for recreational groups, at 4, 5 and 6 in order to attract normal leavers. The Head of Department will be expected to be involved in community activities in all aspects of Art.

8. **MATHEMATICS** **Scale 1.** To teach throughout the school including detention time work. The school developed to cover Mathematics courses. Opportunity for Computer Work made available.

9. **POSTAL/COMPASSIONATE COORDINATOR** **Scale 1.** GVS 584 (1,500 on roll)

10. **CRAFT, DESIGN, TECHNOLOGY** **Scale 3.** To be responsible for the development of teachers in newly established workshops. This is a major post requiring the ability to teach all aspects of C.D.T. up to 'A' level and to work closely with the Design department in course development. Further information are available from the Head Teacher.

11. **MATHEMATICS AND COMPUTER STUDIES - SECOND IN CHARGE OF DEPARTMENT** **Scale 3.** This is a one year appointment during the secondment of the present holder. The successful applicant will assist the Head of Department and teach Maths and Computer Studies to A level. The school has a strong academic record in Maths and there has been major investment in Computer facilities over a

**4. MATHEMATICS** Scale 1 – Ability to teach Mathematics (SWAP) throughout the school including A Level; ability to contribute to the development of the CDT department.

**5. PHYSICS with TECHNOLOGY AND/OR ELECTRONICS** Scale 2, to teach Physics at all levels and contribute to developing work in the CDT department.

**6. STONE PARK SCHOOL AND COMMUNITY COLLEGE, Stone Road, CV2 4TW (£1,000 on roll) Tel: 0203-492115**

**7. HEAD OF SIXTH FORM** (185 pupil) Scale 4, **SENIOR TEACHER** post available for qualified and experienced teachers throughout the school. The school has a wide range of applications invited from suitably qualified and experienced teachers. Telephone for further details.

**8. MATHEMATICS** Scale 1. Applications are invited from suitably qualified teachers for classes throughout the school CSE, O level (AUS Syllabus C) and A Level. College welcomes to apply.

**9. GIRLS PHYSICAL EDUCATION** Scale 1. Applications are invited from suitably qualified teachers for Girls Physical Education with particular interest in Health, Health Hygiene and Aerobic and Anaerobic.

**10. TILLS HILL WOOD GIRLS' COMPREHENSIVE SCHOOL, Nutwork Avenue, CV4 9NP (£1,500 on roll) Tel: 0203-495782**

**11. SENIOR TEACHER.** Responsibilities will involve a positive contribution to the management of the school with emphasis on promoting initiatives in the area of personal development, careers education, the development of cross school and school community activities and the pastoral care for recent leavers. Telephone for further details.

**12. HEAD OF MODERN LANGUAGES** Scale 4. Teacher with French and Italian/with knowledge of Italian and French or with knowledge of German and French or with knowledge of Spanish and French or with knowledge of German and Spanish or with knowledge of French, German and Spanish are taught to A Level. A European Subject course is also taught. Telephone for further details.

**13. GEOGRAPHY** Scale 1. Well qualified teacher required for all levels of study including a large commitment to A level work. A contribution to the preparation of resources and all involvement in field work expected. The opportunity exists for an enthusiastic teacher to make a strong contribution within the school department. Telephone for further details.

**14. WHITLY ABBEY MIXED COMPREHENSIVE SCHOOL, Abbey Road, CV3 4BD (£1,400 on roll)**

**15. ENGLISH WITH DRAMA** Scale 1. To work with mixed ability groups (examinations by course work) and to make full contribution to development of the department's theatrical projects.

**16. A WORK AHEAD SCHOOL AND COMMUNITY COLLEGE, Walsley Road, CV2 9PL (900 on roll) Social Priority School Tel: 0203-511650**

**SENIOR TEACHER** for developing community college, to work with a team of 3 Senior Teachers and 3 Deputy Heads, with specific responsibility for Pastoral and Year Head work together with curriculum development in the following areas:

**17. PERSONAL, SOCIAL AND COMMUNITY EDUCATION**

**18. CAROLINE WISEMAN A.C. GIRLS' COMPREHENSIVE SCHOOL, Porters Green Road, CV2 3JA (Social Priority School, 1,000 on roll)**

**19. FRENCH** Scale 2 for candidate in developing appropriate responsible role. Applicant should be capable of teaching with confidence in the school and should be able to give to young children candidates prepared to take responsibility for school life stored.

**Apply to Clerk to the Governors or the Chairperson of the Governing Body.**

**Conveying enquiries.**


**Apply to the relevant dated dates (age, qualifications, experience) and names and addresses of two referees) in respect to the Head Teacher of the school concerned within 10 days of appointment or**

**TEACHERS OF CRAFT, DESIGN, TECHNOLOGY**  
Applications are invited from qualified teachers for permanent appointments with the Authority but placed temporarily for the first year covering the secondment of other teachers from September 1993. Scale 1.  
Applicants should send their curriculum vitae, including details of relevant experience, to the Director of Education, Coventry City Council, 100, Colston Avenue, Coventry CV4 7JF. The closing date for applications is 11.59pm on 11.01.93. Successful candidates will be invited to interview. The Authority is an equal opportunity employer.



1,143, co-ed 11-16)  
84  
AND TECHNOLOGY  
opportunities employer

# Lancashire County Council



Unless otherwise stated, the following are required for 1st September 1993.  
The closing date is 15th May 1993.

## Secondary Schools

Formal details return to Headteacher at the school. BAE please.

### SKELMERDALE COLLEGE

Northway, Skelmersdale (650 on roll + MSC students)  
**SCALE 4 - SENIOR TUTOR/COUNSELLOR (2 posts)**  
 (See Tertiary Section)

### BLACKBURN ST. WILFRID'S CE HIGH (VA)

Shakespeare Street, Blackburn (1,581 mixed 11-18)  
**SCALE 4 - HEAD OF GEOGRAPHY, GRADUATE**  
**PREFERRED, TO DEVELOP DEPARTMENT ALONG**  
**MODERN LINES**

### BRIERFIELD MANSFIELD HIGH

Elland Road, Brierfield (858 on roll, Comp Mixed 11-18)  
**SCALE 3 - REMEDIAL, RESPONSIBLE FOR**  
**EFFICIENT ORGANISATION OF REMEDIAL WORK**  
**THROUGHOUT SCHOOL**

### WALTON LE DALE BROWNDEN ST. MARY'S RC

**HIGH (SPECIAL AGREEMENT)**  
 Station Road, Bamber Bridge, Preston (960 on roll)  
**SCALE 2 - MATHEMATICS**

### Re-advertisement

### CHOREY ALBAN VANG

Polson Road, Chorley (1,120 on roll, 11-18 mixed)  
**SCALE 2 - VC GERMAN WITH FRENCH IN LOWER**  
**SCHOOL**

### BLACKBURN EVERTON HIGH

Manxman Road, Blackburn (1,005 on roll, mixed 11-18)  
**SCALE 2 - ENGLISH**

### BLACKPOOL COLLEGIATE HIGH

Blackpool Old Road, Blackpool (11-18 mixed, 1,260  
 pupils, 11-16, 690 50th Form)  
**SCALE 1 - COMPUTER SCIENCE TO 'O' AND 'A'**  
**LEVEL**

### BROUGHTON COUNTY HIGH

Woodlumpston Lane, Broughton, Preston (860 on roll)  
**SCALE 1 - GIRLS PE (WITH ONE OF ADDITIONAL**  
**SUBJECTS: MATHS - SCIENCE - SOCIAL STUDIES)**

### FULWOOD ST. CUTHBERT MAYNER RC HIGH (AIDED)

St. Anthony's Drive, Fulwood, Preston (918 on roll)  
**SCALE 1 - FRENCH**

### LEYLAND WORDEN HIGH

Westfield Drive, Leyland, Preston (800 on roll)  
**SCALE 1 - TECHNICAL SUBJECTS - METALWORK,**  
**MOTOR VEHICLE ENGINEERING, ENGINEERING**  
**DRAWING**

### WALTON LE DALE COUNTY HIGH

Brindle Road, Bamber Bridge, Preston (1,100 on roll)  
 As soon as possible  
**SCALE 1 - ENGLISH**

### SKELMERDALE COLLEGE

Northway, Skelmersdale (650 on roll + MSC students)  
**SCALE 1 - TUTOR/COUNSELLORS (10 posts)**  
 (See Tertiary Section)

### BLACKBURN ST. WILFRID'S CE HIGH (VA)

Shakespeare Street, Blackburn (1,681 on roll, mixed  
 11-18)  
**TWO POSTS:**  
**1. SCALE 1 - COMPUTER STUDIES. A NEWLY**  
**CREATED POST TO HELP ESTABLISH THE SUBJECT**  
**AND TO TEACH INITIALLY A SECOND SUBJECT**  
**& SCALE 1 - LATIN AND ENGLISH**

### BURNLEY BARDEN HIGH

Head Road, Burnley (948, boys 11-18)  
**SCALE 1 - CRAFT - DESIGN AND TECHNOLOGY -**  
**WOODWORK**

### COLNE PARK HIGH

Venables Avenue, Colne (mixed comp, 11-16, 1,020 on  
 roll)  
**SCALE 1 - MAINLY TECHNICAL DRAWING WITH**  
**SOME WOODWORK AND METALWORK**

### Temporary Post

### BURNLEY TOWNLEY HIGH

Townley Holmes, Burnley (961, 1,433, co-ed 11-16).  
 26th September 1993 - July 1994  
**SCALE 1 - CRAFT, DESIGN AND TECHNOLOGY**

Lancashire County Council is an Equal Opportunities employer.











## SECONDARY SCIENCE

continued

## BARNET

**LONDON BOROUGH OF BARNET**  
College Hill, Hendon, NW4  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, College Hill, Hendon, NW4. (07711) 134818

## BEDFORDSHIRE

**SOUTHERN AREA COMMUNITY COLLEGE**  
Barnet, Bedfordshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Southern Area Community College, Barnet, Bedfordshire. (07711) 134818

## CAMBRIDGESHIRE

continued

## CAMBRIDGE COLLEGE

**CAMBRIDGE COLLEGE**  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Cambridge College, Cambridge. (0223) 134818

## ESSEX

**COLCHESTER ROYAL GRAMMAR SCHOOL**  
Colchester, Essex  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Colchester Royal Grammar School, Colchester, Essex. (0206) 134818

## HERTFORDSHIRE

continued

## WARD FARM SCHOOL

**WARD FARM SCHOOL**  
Buntingford, Hertfordshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Ward Farm School, Buntingford, Hertfordshire. (0438) 134818

## KENT

continued

## COUNTY COUNCIL

**KENT COUNTY COUNCIL**  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Kent County Council, Maidstone, Kent. (0622) 134818

## NORTHUMBERLAND

continued

## GRAMMARTOWN SCHOOL

**GRAMMARTOWN SCHOOL**  
Barnard Castle, Northumberland  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Grammartown School, Barnard Castle, Northumberland. (0431) 134818

## RICHMOND UPON THAMES

continued

## LONDON BOROUGH OF RICHMOND

**RICHMOND UPON THAMES**  
London Borough of Richmond  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Richmond upon Thames, London. (071) 134818

## SURREY

continued

## EDUCATION COMMITTEE

**SURREY EDUCATION COMMITTEE**  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Surrey Education Committee, Guildford, Surrey. (0430) 134818

## GLOUCESTERSHIRE

continued

## COLWELL SCHOOL FOR GIRLS

**COLWELL SCHOOL FOR GIRLS**  
Gloucester, Gloucestershire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Colwell School for Girls, Gloucester, Gloucestershire. (0202) 134818

## HERTFORDSHIRE

continued

## COFFS SCHOOL

**COFFS SCHOOL**  
Buntingford, Hertfordshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Coffs School, Buntingford, Hertfordshire. (0438) 134818

## HERTFORDSHIRE

continued

## ST CHRISTOPHER'S SCHOOL

**ST CHRISTOPHER'S SCHOOL**  
Buntingford, Hertfordshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, St Christopher's School, Buntingford, Hertfordshire. (0438) 134818

## HILLINGDON

continued

## LONDON BOROUGH OF HILLINGDON

**HILLINGDON**  
London Borough of Hillingdon  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Hillingdon, London. (0747) 134818

## KENT

continued

## COUNTY COUNCIL

**KENT COUNTY COUNCIL**  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Kent County Council, Maidstone, Kent. (0622) 134818

## NORTHUMBERLAND

continued

## GRAMMARTOWN SCHOOL

**GRAMMARTOWN SCHOOL**  
Barnard Castle, Northumberland  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Grammartown School, Barnard Castle, Northumberland. (0431) 134818

## RICHMOND UPON THAMES

continued

## LONDON BOROUGH OF RICHMOND

**RICHMOND UPON THAMES**  
London Borough of Richmond  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Richmond upon Thames, London. (071) 134818

## SURREY

continued

## EDUCATION COMMITTEE

**SURREY EDUCATION COMMITTEE**  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Surrey Education Committee, Guildford, Surrey. (0430) 134818

## WILTSHIRE

continued

## DURINGTON SCHOOL

**DURINGTON SCHOOL**  
Durington, Wiltshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Durington School, Durington, Wiltshire. (0126) 134818

## ROMNEY

continued

## ST GEORGE'S ENGLISH SCHOOL

**ST GEORGE'S ENGLISH SCHOOL**  
Romney, Dorset  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, St George's English School, Romney, Dorset. (0192) 134818

## STAFFORDSHIRE

continued

## EDUCATION COMMITTEE

**STAFFORDSHIRE EDUCATION COMMITTEE**  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Staffordshire Education Committee, Stoke-on-Trent, Staffordshire. (0930) 134818

## STOCKPORT

continued

## HEAD OF CHEMISTRY

**STOCKPORT**  
Head of Chemistry  
Scale 2  
Application forms and details available from the Head of Chemistry, Stockport, Cheshire. (0625) 134818

## SURREY

continued

## EDUCATION COMMITTEE

**SURREY EDUCATION COMMITTEE**  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Surrey Education Committee, Guildford, Surrey. (0430) 134818

## WEST SUSSEX

continued

## KINGS MANOR SCHOOL

**KINGS MANOR SCHOOL**  
Barnard Castle, Northumberland  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Kings Manor School, Barnard Castle, Northumberland. (0431) 134818

## WILTSHIRE

continued

## DURINGTON SCHOOL

**DURINGTON SCHOOL**  
Durington, Wiltshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Durington School, Durington, Wiltshire. (0126) 134818

## WILTSHIRE

continued

## DURINGTON SCHOOL

**DURINGTON SCHOOL**  
Durington, Wiltshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Durington School, Durington, Wiltshire. (0126) 134818

## WILTSHIRE

continued

## DURINGTON SCHOOL

**DURINGTON SCHOOL**  
Durington, Wiltshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Durington School, Durington, Wiltshire. (0126) 134818

## WILTSHIRE

continued

## DURINGTON SCHOOL

**DURINGTON SCHOOL**  
Durington, Wiltshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Durington School, Durington, Wiltshire. (0126) 134818

## Scale 2 Posts and above

continued

## BERKSHIRE

**BERKSHIRE**  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Berkshire, Reading. (0734) 134818

## BRADFORD

continued

## MAYTOWN SCHOOL

**BRADFORD**  
Maytown, Bradford  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Maytown School, Bradford. (0547) 134818

## BROMLEY

continued

## LONDON BOROUGH OF BROMLEY

**BROMLEY**  
London Borough of Bromley  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Bromley, London. (0755) 134818

## SURREY

continued

## EDUCATION COMMITTEE

**SURREY EDUCATION COMMITTEE**  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Surrey Education Committee, Guildford, Surrey. (0430) 134818

## WEST SUSSEX

continued

## KINGS MANOR SCHOOL

**KINGS MANOR SCHOOL**  
Barnard Castle, Northumberland  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Kings Manor School, Barnard Castle, Northumberland. (0431) 134818

## WILTSHIRE

continued

## DURINGTON SCHOOL

**DURINGTON SCHOOL**  
Durington, Wiltshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Durington School, Durington, Wiltshire. (0126) 134818

## WILTSHIRE

continued

## DURINGTON SCHOOL

**DURINGTON SCHOOL**  
Durington, Wiltshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Durington School, Durington, Wiltshire. (0126) 134818

## WILTSHIRE

continued

## DURINGTON SCHOOL

**DURINGTON SCHOOL**  
Durington, Wiltshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Durington School, Durington, Wiltshire. (0126) 134818

## WILTSHIRE

continued

## DURINGTON SCHOOL

**DURINGTON SCHOOL**  
Durington, Wiltshire  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Durington School, Durington, Wiltshire. (0126) 134818

## EAST SUSSEX

continued

## CAVENDISH SCHOOL

**EAST SUSSEX**  
Cavendish School  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Cavendish School, East Sussex. (0323) 134818

## HAMPSHIRE

continued

## GEORGE CATHOLIC SCHOOL

**HAMPSHIRE**  
George Catholic School  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, George Catholic School, Hampshire. (0238) 134818

## HAMPSHIRE

continued

## THE BURGATE SCHOOL

**HAMPSHIRE**  
The Burgate School  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, The Burgate School, Hampshire. (0238) 134818

## HERTFORDSHIRE

continued

## WILLIAM PENN SCHOOL

**HERTFORDSHIRE**  
William Penn School  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, William Penn School, Hertfordshire. (0438) 134818

## KENT

continued

## COUNTY COUNCIL

**KENT**  
County Council  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Kent County Council, Maidstone, Kent. (0622) 134818

## NORTHUMBERLAND

continued

## PRUDHOE COUNTY HIGH SCHOOL

**NORTHUMBERLAND**  
Prudhoe County High School  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Prudhoe County High School, Northumberland. (0431) 134818

## OXFORDSHIRE

continued

## JOHN MASON SCHOOL

**OXFORDSHIRE**  
John Mason School  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, John Mason School, Oxfordshire. (0185) 134818

## SOMERSET

continued

## FROME COLLEGE

**SOMERSET**  
Frome College  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Frome College, Somerset. (0145) 134818

## STAFFORDSHIRE

continued

## EDUCATION COMMITTEE

**STAFFORDSHIRE**  
Education Committee  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Staffordshire Education Committee, Stoke-on-Trent, Staffordshire. (0930) 134818

## STAFFORDSHIRE

continued

## EDUCATION COMMITTEE

**STAFFORDSHIRE**  
Education Committee  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Staffordshire Education Committee, Stoke-on-Trent, Staffordshire. (0930) 134818

## THE TIMES EDUCATIONAL SUPPLEMENT 6.5.83

continued

## SECONDARY SCIENCE

continued

## LINCOLNSHIRE

continued

## THE ROBERT PATTON SCHOOL

**LINCOLNSHIRE**  
The Robert Patton School  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, The Robert Patton School, Lincolnshire. (0522) 134818

## WARWICKSHIRE

continued

## KINGSBOROUGH SCHOOL

**WARWICKSHIRE**  
Kingsborough School  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Kingsborough School, Warwickshire. (0946) 134818

## LINCOLNSHIRE

continued

## ASSISTANT TEACHER

**LINCOLNSHIRE**  
Assistant Teacher  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Lincolnshire, Lincoln. (0522) 134818

## LONDON N16

continued

## THE SKINNERS' SCHOOL

**LONDON N16**  
The Skinners' School  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, The Skinners' School, London. (01753) 134818

## NORTHUMBERLAND

continued

## PRUDHOE COUNTY HIGH SCHOOL

**NORTHUMBERLAND**  
Prudhoe County High School  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Prudhoe County High School, Northumberland. (0431) 134818

## OXFORDSHIRE

continued

## JOHN MASON SCHOOL

**OXFORDSHIRE**  
John Mason School  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, John Mason School, Oxfordshire. (0185) 134818

## BARKING AND DAGENHAM

continued

## LONDON BOROUGH OF BARKING AND DAGENHAM

**BARKING AND DAGENHAM**  
London Borough of Barking and Dagenham  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Barking and Dagenham, London. (0205) 134818

## SOMERSET

continued

## FROME COLLEGE

**SOMERSET**  
Frome College  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Frome College, Somerset. (0145) 134818

## STAFFORDSHIRE

continued

## EDUCATION COMMITTEE

**STAFFORDSHIRE**  
Education Committee  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Staffordshire Education Committee, Stoke-on-Trent, Staffordshire. (0930) 134818

## STAFFORDSHIRE

continued

## EDUCATION COMMITTEE

**STAFFORDSHIRE**  
Education Committee  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Staffordshire Education Committee, Stoke-on-Trent, Staffordshire. (0930) 134818

## BARNET

continued

## LONDON BOROUGH OF BARNET

**BARNET**  
London Borough of Barnet  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Barnet, London. (07711) 134818

## BERKSHIRE

continued

## WESTGATE COUNTY

**BERKSHIRE**  
Westgate County  
Required for September 1983.  
Head of Biology  
Scale 2  
Application forms and details available from the Head of Biology, Westgate County, Berkshire. (0734) 134818

## BERKSHIRE

continued

## SLOUGH &amp;







**CITY OF MANCHESTER**  
**EDUCATION COMMITTEE**  
**SECONDARY TEACHERS**  
**REMEDIAL ENGLISH/READING**  
**TECHNICAL EDUCATION**  
**HUMANITIES, SCALE**  
**TEACHING**  
**FOUNDATIONS HIGH**  
**SCHOOL**  
Brimleyway, Manchester M22  
1. To cover a 1 year second-  
ment. The person appointed  
to this post will be a com-  
prehensive school would be ex-  
pected to have a minimum of  
and 3. Remedial work is  
taught in three years.  
Geography/Humanities groups  
of 10-12 pupils.  
Application forms and  
further details from the Head-  
teacher at the school. Closing  
date: 20th May 1993. 135024

**DUDLEY**  
**METROPOLITAN**  
**BOURDON**  
**THE HIGH PARK SCHOOL**  
Park Road West,  
Bourdon, West  
Midlands

Required (for September, TEACHERS (Scale 1 post)) of :  
1. GEOGRAPHY, 2. BIOLOGY, 3. BOYS PHYSICAL EDUCATION, 4. FRENCH

Details from Headmaster to whom letters of application with c.v. and naming two referees should be sent without delay.  
(07828) 135625

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**LINCOLNSHIRE**  
**ASSISTANT**  
**THE LAFFORD SCHOOL**  
Billinghay

\_\_\_\_\_

work in a number of schools (including 4 primary schools) and is available to give some help with the work brought into the school.

Further particulars and references from the Headmaster, The Lifford School, Ballynaghy, Lifford, Co. Mayo, (07736).

135622

**LINCOLNSHIRE**

**MONKEY DYKE HIGH SCHOOL**  
Louth L11 8AW

co-educational, 7-form entry, 1000 pupils, 1000 on roll, 800 including some boarders.

Required for September for the academic year 1983/4, a well-qualified, experienced, teacher to undertake the day-to-day remedial work with the 1000 pupils on the roll, boards and leading in a number of extra-curricular duties may be available during the year.

Further particulars (s.e.s.) from Headmaster.

\_\_\_\_\_

**MID GLAMORGAN  
COUNTY COUNCIL  
TAFF ELY DISTRICT**

**NEWMAN R.S. C.  
COMPREHENSIVE  
SCHOOL**  
Dynes, Pontepittd  
**TEACHING STAFF  
WANTED**

(1) Teacher qualified to teach RELIGIOUS EDUCATION and to teach the READING and WRITING with the teaching of History and English. Applicants must be practising catholic, State

(2) Qualified teacher to be responsible for the religious/ethical education of the school. Applicants should be practising catholic and considered for a scale 1 post.

Application forms and further particulars available from the Headmaster Newman R.S. Comprehensive School, Dyne, Pontepittd. (Mid Glamorgan) or by direct enquiry to the District Education Officer, Taff Ely District, 1881, 1884/5

[illegible]











## 87

**ARNOLD SCHOOL - I/MC**  
co-educational 150 pupils  
Reopened September 1953  
teacher of Piano/forte and ac-  
tive and willing participant in  
the overall Musical activities  
of the school. Minimum three  
days per week in the first  
instance. **Dr. Graham Scott**  
Further details from the  
Headmaster's Secretary.  
The school (0253) 4631  
(02536) 183924

to grade 8 essential.  
Please apply in writing  
with the names and addresses  
of two referees to the Head-  
teacher Old Palace School,  
Old Palace Road, Crofton  
CRO 1AX. (08596) 185624

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**CROYDON**

**THE OLD PALACE SCHOOL**  
Required for September 1989.  
CLARKINGBURY  
2 days per week. Ability to  
teach up to grade 8 essential.  
Please apply in writing  
with the names and addresses  
of two referees to the Head-  
teacher Old Palace School,  
Old Palace Road, Crofton  
CRO 1AX. (08596) 185624

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**CROYDON**

**THE OLD PALACE SCHOOL**

a graduate teacher of MUSIC to teach the subject through- out the School up to and including the Secondary level. A successful candidate would be required to train the choir and must be a good keyboard player. There would be an opportunity for the person appointed to teach an instrument. Scale II for a suitable candidate. The School has a good singing group in which the person appointed would be expected to play a full part.

Applications with names and addresses of two referees should be sent to the Headmistress, Old Palace

**EALING**  
Experienced Music teacher required immediately. Full or part-time.  
Applications to the Secretary, Hamilton House School, 9 Florence Road, Ealing W5 8AL Tel: 01 867 1854 or 01 868 2801. (35141) 10389

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**HAMPSHIRE**  
**LORD WANDSWORTH**  
**COLLEGE**

September 1954.  
This is a new post in  
thriving department. The suc-  
cessful applicant would be re-  
quired to take a full part  
in the musical life of the School.  
Accommodation might  
be available.  
Applications with names  
and addresses of 3 referees  
to the Headmaster, Le-  
landsworth College, Le-  
land, Sutton, Surrey, Surrey, from  
whom further par-  
ticulars may be obtained. (1954)

**KENT**  
**BENEDICT SCHOOL**  
Cranbrook, Kent TN17 4AA  
Required for September 1983  
Well qualified Graduate to  
share the teaching of Classical  
Music throughout the School  
and to assist with Ordinal  
and advanced Level tuition.  
Full-time department  
five. Some individual lessons  
in either Organ or Piano

Part-time teacher of Singing for individual lessons and for small classes in Opera. Two days per week initially. Ability to produce a written score.

Part-time teacher of the Oboe for individual lessons and to help with instrumental Music generally. One day per week initially.

Willingness to perform recommendation in each case.

Apply in writing giving name, address and telephone numbers of two referees to the Headmaster.

(08385) 1322

**LONDON**  
**PUPPY HIGH SCHOOL**  
 10 PULVER HILL SW16 6NR  
 Tel: 01-871 1111  
 Pupils: 1983 girls  
 1984 boys  
 Teacher for individual  
 lessons  
 Apply by letter to the  
 Matron or write to the  
 Vitals and names of two  
 referees. Salary £3,000

**MIDDLESEX**  
 Recruited for September 1983.  
 (a) 4-7 years. Musical Specialist.  
 (b) 7-11 years. Musical Specialist.  
 (c) 12-17 years. Musical Specialist.  
 (d) 18-25 years. Musical Specialist.  
 7 days/week. Must be well  
 motivated and with Curriculum  
 A level work.  
 Interview before 1300  
 hrs. with curriculum vitae  
 and references. Telephone  
 and your telephones number  
 to 01-891 2222.  
 School, Mount Park Road,  
 Hendon on the Hill, London  
 W4 3AL

**MIDDLESEX**  
 ST. DAVID'S SCHOOL  
 25, WILSON ROAD, WINDYBANK, W15  
 25. QUALIFIED MUSICIAN  
 required September 1983 in  
 the position of Music Teacher  
 to teach primarily VIOLIN in  
 the school orchestra.  
 Apply by writing to the  
 Headmaster, St. David's  
 School, giving full details  
 of your experience and  
 salary requirements.

**LONDON**  
**PUPPY HIGH SCHOOL**  
 10 PULVER HILL SW16 6NR  
 Tel: 01-871 1111  
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 Teacher for individual  
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 School, Mount Park Road,  
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 W4 3AL

**MIDDLESEX**  
 ST. DAVID'S SCHOOL  
 25, WILSON ROAD, WINDYBUSH  
 WINDYBUSH, MIDDLESEX W15 8JF  
 QUALIFIED MUSICIAN  
 Recruited September 1983 in  
 conjunction with the  
 school. Must be able to  
 teach primarily VIOLIN but  
 also strings and orchestra.  
 Apply by writing to the  
 Headmaster, Mr. J. H. Jones  
 possible giving full details  
 of your musical background  
 and references. Salary £3,000

**LONDON**  
**PUPPY HIGH SCHOOL**  
 10 PULVER HILL SW16 6NR  
 Tel: 01-871 1111  
 Pupils: 1983 girls  
 1984 boys  
 Teacher for individual  
 lessons  
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 Matron or write to the  
 Vitals and names of two  
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 W4 3AL

**MIDDLESEX**  
 ST. DAVID'S SCHOOL  
 25, WILSON ROAD, WINDYBANK, W15  
 25. QUALIFIED MUSICIAN  
 required September 1983 in  
 the position of Music Teacher  
 to teach primarily VIOLIN in  
 the school orchestra.  
 Apply by writing to the  
 Headmaster, Mr. J. H. Hinchey,  
 possible giving full details  
 of your musical background  
 and references. Salary £3,000

**LONDON**  
**PUPPY HIGH SCHOOL**  
 10 PULVER HILL SW16 6NR  
 Tel: 01-871 1111  
 Pupils: 1983 girls  
 1984 boys  
 Teacher for individual  
 lessons  
 Apply by letter to the  
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 25. QUALIFIED MUSICIAN  
 required September 1983 in  
 the position of Music Teacher  
 to teach primarily VIOLIN in  
 the school orchestra.  
 Apply by writing to the  
 Headmaster, St. David's  
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 of your experience and  
 salary requirements.

**LONDON**  
**PUPPY HIGH SCHOOL**  
 10 PULVER HILL SW16 6NR  
 Tel: 01-871 2222  
 Pupils: 1983 girls  
 1984 boys  
 Teacher for individual  
 lessons  
 Apply by letter to the  
 Matron or write to the  
 Vitals and names of two  
 referees. (30/9/83)

**MIDDLESEX**  
 Recruited for September 1983.  
 (part-time) Musical Specialist  
 for 10-12 years. Full term  
 (4.0-7.0 days). Must be well  
 versed in all with Curriculum  
 A level work.  
 Apply by letter before 13th  
 May with curriculum vitae,  
 references, three recent  
 photographs, and your  
 and your telephone number.  
 Applications to: The  
 School, Mount Park Road,  
 Harefield, Bucks. HP5 4AA  
 (0494) 251111

**MIDDLESEX**  
 ST. DAVID'S SCHOOL  
 25, WILSON ROAD, WINDYBANK  
 WINDYBANK, MIDDLESEX  
 20 QUALIFIED MUSICIAN  
 required September 1983 in  
 the position of Music  
 teacher, primarily VIOLIN  
 and CELLO and strings.  
 Apply by writing to the  
 Headmaster, enclosing  
 possible giving full details  
 of experience and references.

**LONDON**  
**PUPPY HIGH SCHOOL**  
 10 PULVER HILL SW16 6NR  
 Tel: 01-871 1111  
 Pupils: 1983 girls  
 1984 boys  
 Teacher for individual  
 lessons  
 Apply by letter to the  
 Matron or write to the  
 Vitals and names of two  
 referees. Salary £3,000

**MIDDLESEX**  
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 (a) 4-7 years. Musical Specialist.  
 (b) 7-11 years. Musical Specialist.  
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 (d) 18-25 years. Musical Specialist.  
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 A level work.  
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 W4 3AL

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 WINDYBUSH, MIDDLESEX W15 8JF  
 QUALIFIED MUSICIAN  
 Recruited September 1983 in  
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 school. Must be able to  
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 Tel: 01-871 2222  
 Pupils: 1983 girls  
 1984 boys  
 Teacher for individual  
 lessons  
 Apply by letter to the  
 Matron or write to the  
 Vitals and names of two  
 referees. (30/9/83)

**MIDDLESEX**  
 Recruited for September 1983.  
 (part-time) Musical Specialist  
 for 10-12 years. Full term  
 (4.0-7.0 days). Must be well  
 versed in all with Curriculum  
 A level work.  
 Apply by letter before 13th  
 May with curriculum vitae,  
 references, three recent  
 photographs, and your  
 and your telephone number.  
 Applications to: The  
 School, Mount Park Road,  
 Harefield, Bucks. HP5 4AA  
 (0494) 251111

**MIDDLESEX**  
 ST. DAVID'S SCHOOL  
 25, WILSON ROAD, WINDYBANK  
 W15 6JF  
**QUALIFIED MUSICIAN**  
 required September 1983 in  
 the position of Music Teacher  
 to teach primarily VIOLIN in  
 the 11-12 age range.  
 Apply by writing to the  
 Headmaster, enclosing a  
 possible giving full details  
 of your experience and  
 references. (30/9/83)

**LONDON**  
**PUPPY HIGH SCHOOL**  
 10 PULVER HILL SW16 6NR  
 Tel: 01-871 2222  
 Pupils: 1983 girls  
 1984 boys  
 Teacher for individual  
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 Apply by letter to the  
 Matron or write to the  
 Vitals and names of two  
 referees. (30/9/83)

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 A level work.  
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**MIDDLESEX**  
 ST. DAVID'S SCHOOL  
 25, WILSON ROAD, WINDYBANK  
 WINDYBANK, MIDDLESEX  
 Tel: 01-871 2222  
 PUPILS: QUALIFIED MUSICIAN  
 for 10-12 years. Full term  
 (4.0-7.0 days). Must be well  
 versed in all with Curriculum  
 A level work.  
 Apply by letter before 13th  
 May with curriculum vitae,  
 references, three recent  
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 School, Mount Park Road,  
 Harefield, Bucks. HP5 4AA  
 (0494) 251111















## COLLEGES OF FURTHER EDUCATION

continued

Norfolk County Council

### Norwich City College of Further & Higher Education

#### NORFOLK

Norwich City College of Further & Higher Education  
Ipswich Road, Norwich

The following posts are available v.a. 1st September, 1983.

Ref: C1/83

#### Lecturer II/Senior Lecturer in Construction (Professional Studies)

a graduate, with an appropriate professional qualification, able to teach within the subject range of Surveying, Structures, Materials, Design and/or Measurement Subjects.

Ref: HKC1/83

#### Lecturer II in Travel and Tourism

to teach and assist in the co-ordination and development of Travel and Tourism courses, with particular reference to the ABTA Youth Training Scheme, COTAC and HCIMA programmes.

A relevant Travel/Tourism professional qualification and related industrial experience is required.

Ref: HKC2/83

#### Lecturer I in Hairdressing

to teach Ladies' and Gentlemen's Hairdressing to full and part-time City and Guilds of London Institute courses. An appropriate professional and teaching qualification is essential. An ability to teach manicure, beauty care and poeche will be an advantage.

Ref: BSS1/83

#### Lecturer I in Secretarial Studies

to teach Typewriting, Shortland, Secretarial Duties and Office Practice, with preference given to candidates who can also offer other subjects such as Information Processing, Commerce, Communications and World of Work.

Ref: BSS2/83

#### Lecturer I in Business Studies

to teach Accounting, with associated professional qualifications, and to assist in the co-ordination and development of Business Studies courses.

Ref: MOS1/83

#### Lecturer I in Computer Studies

a graduate to teach either Computer Science or Data Processing up to HND level, with an ability to specialise also in a BOS P1 Level topic.

Ref: HL1/83

#### Lecturer I in Drama and English

A graduate to teach GCE A level in English and Theatre Studies.

Application forms and further particulars may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer at the College, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

### COLLEGES OF FURTHER EDUCATION

#### M.S.C. YOUTH TRAINING SCHEMES

#### TEMPORARY LECTURER 1 POSTS

Applications are invited from suitably qualified persons to work in the areas shown below. The appointments are for September 1983 and will be for one year in the first instance. There will be up to 44 vacancies and features may be required at Croydon, Eboli Vale, Newport, Pontypool and Uxbridge Colleges. Applicants should specify the area of work and the particular college(s) to which they wish to apply.

**AGRICULTURE AND HORTICULTURE**  
BASIC NUMERACY AND LITERACY  
BUILDING TECHNICIAN AND TRADE SKILLS  
BUSINESS STUDIES AND OFFICE SKILLS  
CATERING

**THE CARING PROFESSIONS**  
DISTRIBUTION  
COMPUTER APPLICATION AND USAGE  
ELECTRONIC/MICRO ELECTRONICS  
ELECTRICAL INSTALLATION  
ENGINEERING

**MECHANICAL (ELECTRICAL)**  
GENERAL AND COMMUNICATION SKILLS  
HAIRDRESSING  
MOTOR VEHICLE ENGINEERING

Application forms and further details obtainable from the Director of Education, Staffing Section, County Hall, Oswestry, Cheshire, CH4 4XG, on receipt of an A4 size and should be returned in the envelope provided by 20th May 1983.

**Event**  
County Council

### HAMPSHIRE

#### COUNTY COUNCIL

##### HIGHBURY COLLEGE OF FURTHER EDUCATION

###### LECTURER GRADE I - FOOD SCIENCE TECHNOLOGY

for September 1983.

Candidates should be graduates or professional with the ability to teach Food Science/Technology to senior students.

Salary £5,355 to £9,267 p.a.

Further particulars and application forms may be obtained from the Secretary, Highbury College of Technology, Portsmouth PO6 2BA. Tel: (01753) 383151, Ext. 240026

For September 1983.

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### HEREFORD AND WORCESTER

#### EDUCATION COMMITTEE

##### NORTH WORCESTER COLLEGE

###### LECTURER IN GENERAL AND COMMUNICATION STUDIES

Applications are invited from suitably qualified persons to teach General and Communication Studies to senior students.

Salary £5,355 to £9,267 p.a.

Further particulars and application forms may be obtained from the Secretary, North Worcester College, Worcester WR1 1AA. Tel: (01905) 220026

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**Closing date for applications: 28th May, 1983.  
Interview in June 1983.**

For further details and an application form, please write, quoting the post reference number to: K.E.T. Section, Overseas Educational Appointments Department, The British Council, 80-81 Tottenham Court Road, London W1P 0DT.







## CITY OF SHEFFIELD RECREATION MANAGER FOR THE WESTFIELD CAMPUS DUAL USE SPORTS CENTRE SO1/2 - £8,658 - £10,071

The post has been created to organise the day to day operation of the centre and to develop the use by the public of the indoor and outdoor facilities which include: Sports Hall, Squash Courts, Swimming Pool, Gymnasia, Athletics Track, Porous Floodlit Area, Playing Fields and Hard Court Areas.

The person appointed might have Sports Centre experience and although this background would be an advantage it is not essential. He/she must have a wide knowledge of sport and a strong commitment to its encouragement. Experience of coaching and organising some sports activities is required. Applicants must be committed to the concept of dual use, to the policies of the Recreation Department and be prepared to fully support a team effort to ensure the success of the total campus operation.

Further information can be obtained by telephoning Mr. H. Duff (Sports Development Co-ordinator) on 0742-56244 ext. 282.

Applications forms and job descriptions from the Director of Recreation and Amenities, Recreation Department, PO Box 151, Masebrook Park, Sheffield S8 9FL, tel. 0742-56244 ext. 248. Closing date 16 May.

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## ADMIN L.E.A. continued

### BRADFORD

#### GENERAL ADVISOR WITH INFORMATION TECHNOLOGY

Ref: 4412. £19,510 p.a. Required for September 1983. The post is to work as a member of a team of General Advisors. You will be required to monitor the performance of teaching staff, including probationary teachers, and to advise on the use of computers, equipment and other instructional materials. You will also be responsible for the development of a variety of curriculum areas and in the administrative procedures of schools in the district. You will have a key role in co-ordinating and continuing to lead this development. You will also be responsible for the development of a variety of curriculum areas and in the administrative procedures of schools in the district. You will have a key role in co-ordinating and continuing to lead this development.

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## BALING LONDON BOROUGH OF SOCIAL SERVICES DEPARTMENT TREATMENT OFFICER Ref: 41086 FA (According to Qualifications)

To work with young people and their families in a community based centre. The post involves a variety of tasks and responsibilities including: assessment, counselling, and working with families. The postholder will be responsible for the development of a variety of curriculum areas and in the administrative procedures of schools in the district. You will have a key role in co-ordinating and continuing to lead this development.

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## CATHOLIC CHILDREN'S SOCIETY (Arundel & Brighton, Portsmouth and Southwark)

### BOYS' HOSTEL

Our well established hostel at 23 Telford Avenue, Streatham Hill, requires:

### MALE RESIDENTIAL SOCIAL WORKERS (NON-RESIDENT)

to balance a mixed staff team. If you are a mature, caring and preferably experienced man, you will find the post challenging and rewarding.

### SENIOR R.S.W.

Grade 3 up to £9,211 per annum inclusive of London Non-resident allowance.

### R.S.W.

Grade 1/2 on scale £5,421-£7,284 inclusive of non-resident allowance, starting point dependent on experience.

Plus £8.32 per night when rostered to sleep-in. 30 working days per annum inclusive holiday allowance.

Further details and application form obtainable from the Director, Catholic Children's Society, 49 Russell Hill Road, Purley, Surrey, CR2 2XB.

Informal discussion may be arranged with Mr. J. Hickey, Officer-in-Charge (Tel: 01-671 0818) or Mr. T. Bruce, Principal Officer (Tel: 01-668 2181).

Closing date for completed applications: 21st May 1983.

## MID GLAMORGAN COUNTY COUNCIL

### Social Services Department

#### TAFF ELY DISTRICT

### Care in the Community

A major new initiative for teenagers in trouble to prevent a new pattern of support within comprehensive schools and the wider community. The project, funded through the Urban Aid scheme (initially for three years) and now part of the Social Services and Education Department, will operate as a significant part of the time within the setting and as a part of the life of the school. The team will also be expected to develop wider systems of support to the community. Staff appointment to the team will need to be willing to work with a range of professionals in an interdisciplinary setting and be prepared to develop a new practice skills appropriate to the task.

### THE CO-ORDINATOR

£8,658-£9,231 S.O.T. Equivalent

Applicants must possess C.O.S.W. or teaching qualifications (or equivalent) or relevant experience deemed appropriate by the Authority. The postholder will be responsible for the day to day managerial responsibility for the project and staff. They will need experience in working with teenagers and willingness to develop new practice skills, an ability to work together in a team, and a commitment to working with a school setting. Above all, the determination and sensitivity to establish and develop a major new project.

### TWO PROJECT WORKERS

Social Worker Scale 1/2

£5,873-£6,863 (Unqualified)

£5,873-£6,863 pa (Qualified)

Preferably holding a C.O.S.W. or equivalent. The postholder will need to develop skills in working with groups of young people. The team would encompass a range of those with an activity focus to those with a personal development and social and life skills focus. The social worker would be expected to do other tasks as required and be able to take and work with responsibility within the community.

(Progression to Level 2 for unqualified staff is subject to positive assessment.)

### TWO PROJECT WORKERS

Equivalent to Burnham Scale 2

Applicants are invited from qualified teachers, social workers and interested in working with young people in schools in less formal learning situations. These project workers would be required, in co-operation with the project co-ordinator, to develop a curriculum which would contribute to the personal development, awareness and self confidence of the young people involved in the project. They would also be expected to offer individual counselling and to liaise closely with project staff and with the wider community.

(Application forms for these two posts can be obtained from Mr. Doug Jones, Telephone: 0443-40801.)

All project workers will enjoy A.P.T. & C. Concessions.

If you would like an informal discussion about the post and the particular duties of the staff, please contact Robert Pickford, Taff Ely Social Services (0443-40801) or Doug Jones, Taff Ely Education Officer, 0443-40801.

### NATIONAL CONDITIONS OF SERVICE

Application forms to be returned to: Mr. Doug Jones, Glamorgan County Council, Glamorgan Road, Cardiff, CF1 1YU. Telephone: 0222 242221 ext. 618/7.

CANVASSING WILL BE DISAPPOINTED

## ADMIN L.E.A. continued

### HAMPSHIRE

#### EDUCATION COMMITTEE CAREERS SERVICES SPECIALIST ADVISERS SOUTH EAST DIVISION Ref: 4412. £19,510 p.a.

Are you interested in joining a team of Specialist Careers Advisers in the South East Division? The post involves a variety of tasks and responsibilities including: assessment, counselling, and working with families. The postholder will be responsible for the development of a variety of curriculum areas and in the administrative procedures of schools in the district. You will have a key role in co-ordinating and continuing to lead this development.

Further information can be obtained by telephoning Mr. H. Duff (Sports Development Co-ordinator) on 0742-56244 ext. 282.

Applications forms and job descriptions from the Director of Recreation and Amenities, Recreation Department, PO Box 151, Masebrook Park, Sheffield S8 9FL, tel. 0742-56244 ext. 248. Closing date 16 May.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

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## MISCELLANEOUS

continued

## HEREFORD AND WORCESTER COUNTY COUNCIL

Project Director - Technical & Vocational Education  
Initiative 14 - 18 - see advertisement  
Secondary Headship (1975/76)

## DESK EDITOR

Following the recent promotion of our Further Education Editor, we are now seeking a replacement. He or she will work on a variety of books for TEC, BEC and MSC courses.

We are looking for a graduate who has taught in a Further Education college and who is now interested in pursuing a career in publishing. While some editorial experience would clearly be an advantage, common sense, the ability to work independently under pressure and awareness of the needs of FE students are more important qualifications.

The starting salary is likely to be approx. £7,350 and the post is based in Nelson's modern offices close to Walton-on-Thames railway station.

Please send written applications with c.v. to:

Sandra Nicholson,  
Personnel Officer,  
Thomas Nelson & Sons Ltd.,  
Nelson House, Mayfield Road,  
Walton-on-Thames,  
Surrey KT12 5PL.

Well qualified and experienced teachers are required for:

## AFRO-CARIBBEAN TEACHING UNIT

(Salary £8000-£11,420) Scale 4

To teach and research into the linguistic and cultural aspects of the Caribbean community, qualified in Linguistics or English and knowledgeable about the education needs of black pupils.

Further details and application forms are available from: The Head, Multi-cultural Support Services, Bordesley Centre, Stratford Road, Birmingham, B11 1AR. (Please enclose a.c.e.)  
Closing date: Friday 20th May 1983.

## BIRMINGHAM CITY COUNCIL

## Heinemann Educational Books

## Educational Representative (Part Time)

Following the success of our current Primary School publishing and to meet the future needs of our developing Primary List, we are now looking to expand and strengthen our team of part-time Educational Representatives by recruiting three more. The position would ideally suit someone who is self-motivated, looking for an interesting job which offers flexible working hours and school holidays, and who lives in or near one of the following areas:

BEDS \* HERTS \* YUCKS  
TEESIDE \* NORTH YORKSHIRE  
GLAMORGAN \* DYFED \* POWYS \* GWENT

The representative will be expected to call on primary schools to discuss with Headteachers and staff our highly respected and successful primary Maths Scheme and other primary publications. Suitable applicants will ideally have been trained as Primary School teachers, although applicants must have their own car and be conveniently located for the territory to be covered. Earnings are determined by the number of hours worked and generous mileage allowance given. If you feel that this position would suit you, please write, quoting reference A84 and enclosing a c.v. to: Roy Davey, Marketing Director (U.K.), 22 Bedford Square, London WC1P 3BQ. Interviews will be held locally.

## GLOUCESTERSHIRE EDUCATION ORGANISATION

We are looking for a Teacher with several years experience who is interested in working with adolescents and would like to take over the organisation of an alternative education programme for a small group of students. The programme is based on a child-centred approach and involves one to one tuition and small group activities. The job would involve some weekend care work.

Salary: £5,500 per annum. Please send c.v. to: Mr. J. T. Jones, Gloucestershire Education Organisation, 100000

## AVON COUNTY COUNCIL

6 Idlesleigh Road, Redland, Bristol BS6 6YJ  
1983, part-time (17/10) part-time basis. The County Council is seeking a teacher to take over the organisation of an alternative education programme for a small group of students. The programme is based on a child-centred approach and involves one to one tuition and small group activities. The job would involve some weekend care work.

Salary: £5,500 per annum. Please send c.v. to: Mr. J. T. Jones, Gloucestershire Education Organisation, 100000

Specialist Teacher - Music. The main aim of the project is to make music a part of the curriculum. The project has been operating since 1975 and has been successful in providing a high quality music education for all pupils.

Applications are invited from qualified teachers who have relevant experience in teaching music. The successful candidate will be responsible for the music curriculum in the school and for the development of the music department.

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## SANDWELL METROPOLITAN BOROUGH OF SANDWELL

DEPARTMENT OF EDUCATION  
Required for September 1983  
CHILD PSYCHOLOGY SERVICE

Specialist Teacher - Music. The main aim of the project is to make music a part of the curriculum. The project has been operating since 1975 and has been successful in providing a high quality music education for all pupils.

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## DEVON SKERN LODGE OUTDOOR CENTRE

Check our reputation against any 'Adventure' centre in North Devon and the rest of Britain.

VALUES: Many Actual Group returning for the 10th year. 1st in the country for 10 years.

WENT EQUIPMENT: No sharing our doubling up. 1st in the country for 10 years.

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## SOUTH DEVON COURTLANDS

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